PERSONAL COLUMN



BRIAN COX

Change of face

'At conferences, my imagination wakes up, and I value talk with new people, from dons to dervishes'

David Lodge recalls in his novel *Small World* that, when in April the sweet showers fall, Chaucer's folk longed to go on pilgrimages. The only difference today, he says, is that professional people call them conferences.

I confess that I agree to give papers at conferences partly because I enjoy travel. During the Easter vacation I attended three conferences: on higher education at Oxford, literary criticism in Turkey, and on literature at the *Critical Quarterly* sixth-form conference in Manchester.

At Oxford, the Higher Education Foundation had asked me to talk about my concern for the undervaluing of the humanities, and the loss of support for higher education in its role in character formation, in developing the "whole man". I argued that the situation today is very different from the Victorian days when Cardinal Newman and Matthew Arnold published their famous apologies for a humane education.

The traditional argument for teaching the humanities is that we transmit cultural and moral values through the study of exemplary texts. In the days when Christian thinking dominated the schools, the main text was obviously the Bible. Today in universities we take it for granted that many students will be unfamiliar with the most famous Bible stories. When I teach T S Eliot's *Prufrock*, for example, with its reference to Lazarus, the majority of students need the reference explained.

The Bible was studied alongside other texts such as the classics or the writings of Shakespeare, Milton or Wordsworth. The problem today is that the texts which dominate the 20th-century imagination are Kafka's *The Trial* and Camus's *The Outsider*, Samuel Beckett's *Waiting for Godot* and Ted Hughes's *Crow*. Such powerful works bewilder and shock the reader, dispelling optimistic humanist assumptions about progress and the power of reason.

It's vital that our students should study these modern texts, but not exclusively. As A level is reformed, we must maintain access to pre-1900 great literature, for its insights introduce us to radically different kinds of sensibility and help us to see our own times in perspective.

I finished my talk at Oxford by reiterating my belief, often argued in this column, that students who are engaged in their own writing are most likely to respond positively to great literature. We need arts faculties in universities where students and staff are creatively involved with drama, film and the craft of writing, rather than exclusively confined to critical essays and a pseudo-scientific attempt to make a contribution to knowledge.

From Oxford, I travelled to Heathrow to catch a plane for Turkey, where I was scheduled to give lectures at an English literature seminar for university teachers. The conference was held at Anadolu University in central Anatolia. It was sponsored by the British Council, and as usual I was impressed by the hard work of its representatives, who achieve so much in promoting British culture.

Representatives from Turkey read papers on Chaucer, Sir Philip Sidney and Eliot. I've noticed before that in overseas countries a lively community still exists with an intimate knowledge of the English classics.

By a fortunate coincidence, my Oxford ideas were given a new slant in a lecture delivered to the Turkey conference by Dr Jeremy Treglown, editor of *The Times Literary Supplement*. He argued that, while academics have become too specialized, absorbed by the complexities of structuralist and post-structuralist theory, literary criticism has been taken over by novelists. As an example he cited Julian Barnes's *Flaubert's Parrot* – shortlisted for the Booker Prize in 1984 – which is a brilliant mixture of fiction, biography and literary criticism, and should become a model for sixth-form and undergraduate writing.

On a day off from the conference we visited an old painter who turned out to be a dervish. After he'd shown us his house full of pictures, he honoured us by playing on the *ney*, a long bamboo flute which he dipped in water to improve the tone. I shall never forget the sad, haunting music he conjured from this strange instrument.

I've always associated whirling dervishes with religious hysteria, and know almost nothing about their beliefs and practices. The old artist was one of those rare holy men who seem already half-way to eternity. I admired his obvious integrity, his spiritual devotion which had persuaded him to bequeath his house and paintings to the local community. In his quiet room strewn with carpets, we seemed a million miles from Oxford and Heathrow.

On the three-hour bus ride back to Ankara across the dusty Anatolian plateau, the driver was assisted by a boy who looked about 14 years old and might have been his son. Soon after the journey began, he brought round eau-de-Cologne and poured it generously into our hands. He was obviously proud to perform this service, and I admired a type of courtesy and hospitality which seems still normal in Turkey.

Two days after I returned to England, I found myself in charge of 460 sixth-formers attending the four-day *Critical Quarterly* conference on literature. I ended my Easter wanderings at a discussion session with five other colleagues fielding questions such as: "Do we need to know anything about an author's life to understand his writings?" "Should English courses include creative writing?" "Why is this panel of university teachers 100 per cent male while 90 per cent of the audience is female?"

I'm very proud of these conferences, which I've been organizing for more than 20 years. Students from different schools are surprised and excited to find themselves in the company of such a large number of people all enthusiastically talking about literature.

So now the conferences are over, what was the value of all these papers and discussions? I find my normal teaching life is a kind of prison, a repetition of hard work and stock situations which numb the mind. At conferences, my imagination wakes up, and I value talk with new people, from dons to dervishes. I hope my audiences experienced the same kind of stimulation.

NEXT WEEK

In praise of pay review
Trevor Clay, general secretary of the Royal College of Nursing, argues that a pay review body is the most effective negotiating forum for public sector workers

Testing, testing . . .
Sue Surkes looks at the level of testing already being done by local authorities in advance of Mr Kenneth Baker's national curriculum

On the ball
Football's first YTS Cup finalist

Bradbury in Bloomsbury
Ronald Hayman on literary London

Extra: Mathematics

NOTICEBOARD

PEOPLE...

The following have been appointed to headships of Roman Catholic schools in the Diocese of Southwark: Mr B McCormack, deputy head of St Augustine's, Oldham, to be head of St Anselm's, Canterbury; Mr P Sellar, head of St Mary's, Deal, to be head of St Thomas More, West Malling; Mr G Tanner, deputy head of St Thomas a Becket, Abbey Wood, to be head of Margaret Roper, Purley; Mrs L Roberts, deputy head of Our Lady and St Philip Neri, Sydenham, to become head; Mr A Scurfield, deputy head of St Francesca Cabrini, Forest Hill, to be head of St Joseph's, Crayford.

CONFERENCES...

May 13
Archaeology day conference for sixth-formers and A/O level, GCSE archaeology students and their teachers, at Dorset county museum. Fee £2 per person. Details from John Seabrook, Schools Organizer, Dorset County Museum, High Street, Dorchester, Dorset DT1 1XA.

May 15–16
The new teacher in school: undergraduate primary teacher education conference at Novotel, Coventry. Speakers include Professor Michael Bassey and Sheila Hall on links between BEd and induction. Details from Ralph Starkie, Charlotte Mason College, Ambleside, Cumbria LA22 9BB.

May 16
Association for the Study of the Curriculum north-east region on *Whose curriculum?* Speakers include Giles Radice, Tim Brighouse, Peter Fulton and Jack Jones. Details from Paul Lamb, Sedgefield community college, Sedgefield, Cleveland.

May 16
Criteria in education organized by the World Education Fellowship and Kingston Polytechnic with Henry Pluckrose, Professor William Taylor and Dr James Hemming, at the Gipsy Hill Centre. Fee £12 (£7.50 members). Details from Diane Montgomery, Faculty of Education, Kingston Polytechnic, Gipsy Hill Centre, Kingston Hill, Kingston upon Thames KT2 7LB.

May 16
Position in the family organized by the National Association of Teacher Therapists and Teachers in Multi-disciplinary Settings at Isledon Teachers' Centre, Blackstock Road, London N4. Details from Gill Eastaugh, 01-979 6542.

May 16
Books and readers– a one-day conference offering discussion workshops. Guest speaker Margaret Meek. Details from the in-service Secretary, St Mary's College, Strawberry Hill, Twickenham, Middx TW1 4SX.

May 18
Support services for the primary school– to report the findings of the Economic and Social Research Council project, at Clarke Hall, University of London Institute of Education. Details from Mandy Lam-Hing, Department of Child Development and Educational Psychology, 24–27 Woburn Square, London WC1H 0AA, 01-636 1500 ext 370.

May 21
Stuck for words – the case for dual language books organized by the British section of the International Board on Books for Young People in the Triangle Cinema, Aston University, Birmingham. Fee £17.50. Speakers include Ranjit Arora, Ming Tsow and Jean Kidner. Details from Sheila Ray, Tan-y-Cappel, Bont Dolgadfan, Llanbrynmair, Powys SY19 7BB.

July 27–30
The primary and secondary curriculum in a multicultural society– an HMI short course at Trinity and All Saints' College, Leeds. Workshops include languages in the curriculum, science and topic work, and school policy developments. Applications welcome from heads, deputy heads, postholders and advisory support teachers by May 15. Details from HMI Short Courses, DES, Elizabeth House, Room 4/25, York Road, London SE1 7PH.

EVENTS...

May 9
In charge of INSET? – What is your school doing? – Centre for the Study of Comprehensive Schools workshop at York University. Fee £30. Details from Norman Barton, Wentworth College, University of York, York YO1 5DD.

May 9
Partnership: the true meaning– a talk by Anne Sofer at the annual general meeting of the National Association for Primary Education at Randlay first school, Telford, Shropshire. Details from Rob Davies, 1 Foxley Grove, Bicton Heath, Shrewsbury SY3 5DF.

Until May 16
Puppet shows and puppet-making workshops linked to the "Puppets from around the world" exhibition at Ipswich Museum Exhibition Gallery, High Street, Ipswich.

COURSES...

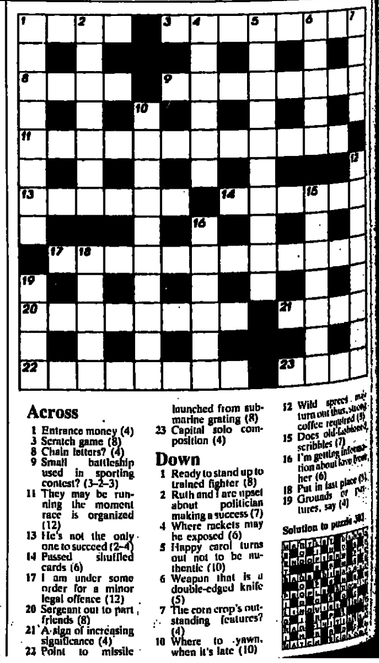
May 8
English literature and the television set is a day course for teachers focusing on *Flying Into the Wind* by David Leland and the role of the television text in GCSE English literature, at Melbourne House teachers' centre, Sheffield. The course will be of particular interest to those using NEA, MEG and LEA syllabuses. Details from Mrs Brenda Riches, Melbourne House, Teachers' Centre, 5 Melbourne Avenue, Sheffield S1 2OH.

INFORMATION...

John Grooms
The John Grooms Association, which provides accommodation, employment and holidays for the disabled, is appealing for fund-raising help. Details of a video and publications are available from Miss Shirley Augustus, John Grooms National Office, 10 Gloucester Drive, Finsbury Park, London N4 2LP.

Community Service Volunteers
Former community service volunteers are asked to get in touch with CSV if they would like to take part in the 25th anniversary celebrations. Please write to Susan Haywood, CSV, 237 Pentonville Road, London N1 9NJ.

No 303 CROSSWORD by Rufus



Across

1 Entrance money (4)
3 Scratch game (8)
8 Chain letters? (4)
9 Small battleship used in sporting contest? (3–5–3)
11 They may be running the moment race is organized (12)
13 He's not the only one to succeed (2–4)
14 Passed shuffled cards (6)
17 I am under some order for a minor legal offence (12)
20 Sergeant out to part friends (8)
21 A sign of increasing significance (4)
22 Point to missile launched from submarine grating (8)
23 Capital solo composition (4)

Down

1 Ready to stand up to trained fighter (8)
2 Ruth and I are upset about politician making a success (7)
4 Where rackets may be exposed (6)
5 Happy carol turns out not to be authentic (10)
6 Weapon that is a double-edged knife (5)
7 The corn crop's outstanding features? (4)
10 Where to yawn, when it's late (10)
12 Wild geese mix turn one thus, showing office required (8)
15 Does old-fashioned scribbles (7)
16 I'm getting information about love from her (6)
18 Put in last place (5)
19 Grounds or pastures, say (4)

Solution to puzzle 302

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THE TIMES
Educational Supplement

FRIDAY MAY 8 1987 NUMBER 3697 FIRST PUBLISHED 1910 PRICE 60p



Sir Kenneth Baker, the Education Secretary, urges confidence in the new exam. With him are Lady Margaret Parkes, who chairs the Secondary Examinations Council's craft, design and technology committee, and Mr Peter Burke, chief executive of the Southern Examining Group.

Employers wary of GCSE's new image

by Ian Nash

Employers are predicting that a Government video aimed at them on the merits of the new GCSE exam may perpetuate crude and damaging comparisons with the present CSE and GCE.

The fear was expressed repeatedly at the first in a series of eight regional seminars for bosses organized by the Department of Education and Science, hosted by the Southern Examining Group in Guildford this week.

It was symptomatic of a deeper concern that employers were losing sight of their priorities in education, with so many new initiatives demanding collaboration between schools and industry, including the Certificate of Pre-Vocational Education, the Technical and Vocational Education Initiative, the GCSE and a wider range of work experience schemes.

Mr Kenneth Baker, the Education Secretary, told 400 employers, managers and directors at the seminar: "Industry and commerce want the GCSE – they have told the Government that. So now you have it, please support it and use it."

An information pack and 15-minute video – *That's GCSE* – featuring Esther Rantzen, will be used at all eight seminars over the next three months. An additional 2,500 are being mailed to the largest employers, chambers of commerce, professional bodies and careers offices.

The film includes a direct and simplified comparison between the GCSE and GCE at grades A, B and C and goes on to observe similar relationships between other grades and the CSE. Comments on the video varied from "entertaining" and "informative" to "juvenile" and "fatally flawed".

In the words of one employer: "We can consider all those with grades A, B and C, and forget the rest." Most employers were less cynical and welcomed the reforms.

The SEG, like other examining groups for the GCSE, has an employment advisory committee which recommends ways in which industry and commerce can become involved in curriculum and syllabus development, and Mr Peter Burke, the group's chief executive, promised considerably more information about what the grades would mean.

For many employers, however, the problem was not the shortage of information but the abundance of it. No sooner would they have adjusted to the GCSE than they would have the national profiling scheme to contend with.

Many employers sympathized with the feelings of one educational officer for industry, who said: "For a couple of years, we will have to use a rule of thumb and make comparisons between grades until we find a new way of looking at what GCSE results mean."

Chief HMI voices fears on national tests

by Geraldine Hackett

Her Majesty's most senior inspector is worried that introducing national tests in schools could be fraught with difficulties.

The schools inspectorate doesn't want national tests that would label a high proportion of young children as failers or tie teaching in schools to the passing of tests.

In his evidence to the Commons Select Committee on Education on Tuesday, Mr Eric Bolton, senior chief inspector of schools, conceded that there could be problems if the national tests proposed by Mr Kenneth Baker were introduced in this way.

Testing questions, page 17.

Questioned on whether children with special needs would benefit from tests at 7, 11 and 14, Mr Bolton said it depended on how specific the tests were.

"It is not known what kind of tests will emerge, but their impact will depend on how specific they are. If they are a record of what a pupil has done across a broad range of work, they ought to be a help in identifying the needs of a child," he told the committee, which was taking evidence on special needs education.

Pressed as to what problems could be created by such testing, Mr Bolton told the committee that too specific testing could cause teachers to concentrate on getting their pupils through the tests or could lead to a high proportion of young pupils being listed as failures.

"But if we have a system of assessment that gives a description of a pupil's performance across a range of activities it ought to be helpful," he said.

The inspectorate would express concern if inspections of schools found that teachers had begun to narrow their teaching. Outside the hearing, Mr Bolton said the potential problems involved in testing applied to all pupils, but would apply particularly to children with special educational needs following a common curriculum.

As an independent body, HMIs are at pains to stress they would not be opposed to the elected government of the day introducing national tests – but merely feel it would be their duty to point out in any future inspections if it were found their introduction had led to a narrowing of the curriculum.

Meanwhile, Mr Norman Willis, the general secretary of the TUC, expressed concern after a meeting of the National Economic Development Council on Wednesday that the attainment tests would reinforce "failure" and not success.

Negotiating rights withheld till 1989

by James Meikle

The Government this week ruled out a restoration of teachers' negotiating rights before the 1989 pay round as it announced a Green Paper on future long-term bargaining machinery.

But the possibility of a return to traditional negotiations remains open, since one of the options to be considered may include a "development" of the advisory committee which will consult interested parties and report to Mr Kenneth Baker, the Education Secretary, on next year's pay arrangements.

The two biggest teachers' unions, whose leadership was again subjected to Conservative scorn, predictably decided to continue their strikes – although they promised to exclude examination classes from disruption. The National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers had said only the promise of a return to negotiations for 1988 would lead them to reconsider.

Mr Baker was given a platform to dress up old arguments in new clothes in the House of Commons on Tuesday when Labour "prayed against" the Government order which gives teachers the first stage of a 16.4 per cent settlement.

The minister romped through the virtues of his pay award and said teachers were now looking elsewhere for campaigning issues by picking on negotiating rights.

It was not realistic to expect agreement and legislation on a new negotiating machinery next year, he said. "We need some real thought, real reflection, real analysis, to find a long-term solution that is fair not only to teachers, but also to parents, taxpayers, ratepayers and above all, children."

Teacher unions, local authority associations, churches and parents would be consulted from the early autumn. A Green Paper would set out alternatives, including possible developments of the interim advisory committee, a review body coupled with a form of negotiation, and a national joint council, but not a return to Burnham. He also indicated a "strong case" for separate negotiations for heads and deputies.

Mr Giles Radice, Labour's education spokesman, said teachers were "bitterly resentful at what they see as yet another act of provocation by a hostile government". New conditions of service were being introduced when relations between the Government and teachers were worse than when Sir Keith Joseph was Secretary of State – "and that indeed is saying something".

Mr Baker was "not in the business of settling the teachers' dispute", he said.

Mr Paddy Ashdown, the Alliance spokesman, while stressing his supporters would not vote against the order, said Mr Baker had created an issue about civil liberties "which has unified the teachers across their unions and has driven the moderates into the hands of the extremists, instead of isolating the latter to bring peace to our schools".

The Commons duly voted through the pay increase.

The unions continue to dispute the Government's reasons for the breakdown in their meetings with Mr Baker, and are furious at a reply from Mrs Thatcher to their recent overtures over negotiating machinery.

"I see no value in my holding such a

continued on page 3

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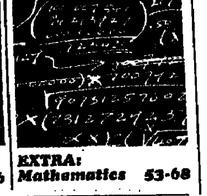
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TIMES PAST
THE TIMES
EDUCATIONAL SUPPLEMENT
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Don't confuse me with facts

Sue Surkes' article on page 17 discusses some of the background issues raised by Mr Kenneth Baker's pre-election discovery of "bench-marks" and the boom in testing which it may presage. Those who suffer from long memories know that educational fashions come and go. One moment the sociologists are in the box seat. Next it is the turn of the administrators and the managers. They give way in due course to the psychologists and the psychometricians who have their field day before giving way, once again, to the sociologists.

Mr Baker's promise of national testing at 7, 11, and 14 is an elaboration of a Conservative election promise in 1979 which was quietly forgotten when power brought other, more pressing commitments. The difference is that, this time, there is the intention to specify a national curriculum which these regular external tests will monitor.

Or will they? Like a good deal of Mr Baker's on-the-hoof policy-making, there is a conspicuous absence of gritty facts and he has a disarming way of answering any request for more information by saying that he has a completely open mind on all points of detail.

Are the tests going to be "national"? Is some external body such as the National Foundation for Educational Research going to be charged with the task of devising "bench-marks" which can be applied across the country? As Sue Surkes shows, tests are used regularly in more than 70 local authorities to provide a check on attainment and a wealth of diagnostic information. Nobody objects to tests as such. The whole argument is about how they are used and abused. Testing for diagnostic purposes is an essential tool for the good teacher, but testing for its own sake simply fills cupboards with dusty files. If schools have to be systematically resourced to act on the results, the financial implications are obvious.

The idea of "under-achievement" itself suggests a need for sophisticated measuring instruments. Mr Baker has recognized that bench-marks will have to be sufficiently flexible – a contradiction in terms – to allow for wide variations in ability. A new industry could come into being trying to introduce criterion-referenced tests at every level, with grade-related criteria to allow for the full range of ability. The mind boggles as, no doubt, would those of the administrators, the pupils, the teachers and the parents. It is far from clear that this level of refinement can be achieved at GCSE, let alone in national tests at 7, 11, and 14.

What stands out is that raw test results will be of very little value. No doubt, raw tests could be scaled against IQ tests to reveal which children's performance was up to or below their IQ expectations, but this begs all the questions about the validity of mental testing which have kept the psychologists busy over the past 50 years.

The technical questions are difficult and, when Mr Baker says he has an open mind, what he really means is that he has jumped in feet first without having taken the advice which a minister would normally arm himself with in advance. The more he presses for answers, the more questions he will uncover.

But in any case, what is at issue may not be the technology of testing and its limitations but the damaging unintended effects of massive testing on the quality of education. What is designed to be a quality control could so easily become a way of lowering standards. The more Mr Baker boosts the idea of tests as a major device for monitoring his national curriculum, the more surely it will come to dominate the classroom and have exactly the kind of limiting, narrowing effect on the work of teachers and pupils which he says he does not want.

And yet . . . it may well be that Mr Baker is right in his belief that parents want more information on their children's progress and more assurance that high standards are being achieved. School governors, too, in the new role assigned to them, may legitimately ask for better internal monitoring. The private sector has always assumed parents need regular reports on pupils' progress, backed up by internal exams, and many maintained schools have followed in the same tradition. By the time an election has come and gone, perhaps Mr Baker will slow down and look at ways of building on existing practice rather than imposing his own rigid system of formal but flawed testing on unwilling schools.

COMMENT

A bonfire of controls

Back in the dark ages – 1980 to be precise – Parliament passed an Education Act aimed at clearing up confusion about parental choice of school. "Parental choice" has always been a rhetorical form of the more limited notion of "parental preference". The procedures now operating date from then. Local authorities can set numerical limits on school size, and within those limits parents can exercise their preferences. Tribunals in each area deal with appeals and try to sort out hard cases.

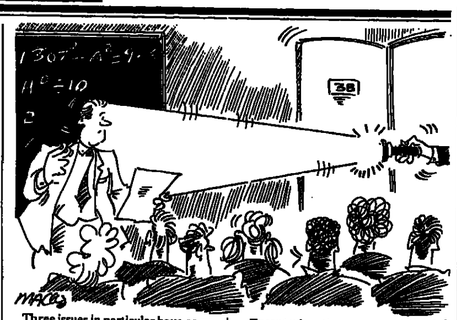
As pupil rolls decline, the planning of secondary education makes the setting of maximum numbers a particularly important local authority function. If a local school system is to operate as a "system", it must make sense to try to use resources to the best advantage. This, of course, has been one of the most insistent messages in recent years, backed up by sensational reports from the Audit Commission and the Department's own insistence on each authority's obligation to "manage" its teaching force. Such management includes the duty to ensure that each school is staffed to provide a full and balanced curriculum. Curriculum-led staffing either implies a managed distribution of pupils among a range of secondary schools or open-ended commitments on resources.

Just at the moment, Mr Baker is not in a mood to discuss the financial implications of any of his proposals – nor yet are the proposals themselves firm enough for anyone to oppose them or support them with any rational certainty that they know what is involved. But the fact is that many current complaints arise because there is too little "system" at present: a move in the direction which Mr Baker is flagging would dismantle even what there is.

Another sure sign that an election is round the corner is Mr Baker's intention to reprieve small schools threatened with closure. Many people will welcome this – there are few more unpopular things elected representatives have to do than order the closure of a school and face the inevitable protests. Local politicians can only be expected to show a limited amount of bravery. Given the frequent failure of secretaries of state to back them up in the face of backbench pressure, they will welcome being relieved of this responsibility.

But somewhere in all this there are some awesome contradictions. Falling rolls and unlimited parental choice will speed up the emptying of schools. But small schools are to stay open because closing them is unpopular. A national curriculum is to be provided and monitored in all these schools, popular and unpopular alike. Teachers are to be "managed" so as to ensure that each school can offer a curriculum which is, in the immortal words of *Better Schools*, "broad, balanced, relevant and differentiated". But the schools themselves are not to be managed at all, but left to pseudo-market forces . . .

If you think that this does not really add up, you are unlikely to be alone. But just at the moment, Mr Baker is in the business of gathering votes, not expounding principles.



MACE

Torchlight on technique

"Torches Two" comes at a time when the appraisal goal-posts are moving very fast. When Duncan Graham and his Suffolk team published their first project report, *Those Having Torches*, in 1985, they were describing the state of the art. Even the Secretary of the State and the Industrial Society were prepared to accept the wise words of Mr Graham when he warned, having examined all available evidence, that no good appraisal system with built-in staff development could work if merit money was bolted on as well.

The second set of appraisal studies, *In the light of torches*, which has just appeared (page 7) concentrates on headteacher appraisal and classroom observation as well as training and costs, and as was to be expected has perceptive and constructive things to say on all subjects. But could anyone have guessed how many new factors the Secretary of State would lob into the works before it appeared, even bearing in mind the vulnerable nature of the pilot projects?

Three issues in particular have come to the top of the list for consideration in any post-election appraisal scheme: the changing role of heads; bench-mark testing as a factor in judging teacher performance; and Mr Kenneth Baker's imposed pay deal, with added rewards for good teaching.

Headteacher appraisal is clearly a delicate matter. Although the group of Suffolk volunteers were by the nature of things "confident, secure and successful practitioners", they were unconvinced that anyone but another practising head could have anything useful to say: governors may be consulted with and reported to, but they are not, of course, professionals; pupils are too immature; subordinate appraisal raises "a measure of disquiet". But would it be credible to the observer on the Clapham omnibus that heads (uniquely in the team's experience) could only be appraised by their fellows? The conclusion is that only a team approach (which would, of course, include the participation of practising heads) can tackle this complex process.

Presumably that would hold good even as Mr Baker renders the process still more complex by constantly adding to the job description of heads – financial management, curriculum choice, PR – and detaching their pay deals from the rest of the teaching force. In fact, the report suggests with some prescience that in time the question of accountability "may lead to the posts of head, adviser, and officer becoming interchangeable as in other education systems". That should keep them out of the classroom.

Except when they are appraising the performance of teachers, of course. The section on Classroom Observation begins with the words: "Teachers teach children and they do it mainly in classrooms" as introduction to the logical inference that this is where performance must be judged. And attention is drawn to experience in California where the response to teacher criticism of inadequate observers has been to make training in classroom observation obligatory for all school principals – chalk up one more Inset course.

At present, headteachers are struggling to allocate extra payments for good teaching without the benefit of appraisal systems to lend a semblance of fairness, and the pilot appraisal projects are in a state of suspended animation. The Torches team put up a constructive case for classroom observation as the heart of an appraisal system, but it could without too much difficulty be pressed into service to make judgements about pay rises, or whether sufficient pupils were hitting the right bench-marks. Or is that just what will stop good appraisal schemes like this getting off the ground?

Second Opinion

Another cu of water in the soup

Kenneth Baker's lastest offe parents, announced last Frid another so-called extension of cho He wants to change the law to g local education authorities to a pupils to popular secondary sch *at least* (watch those words – cho important) their peak 1979 rol believes that local councils, ex perversity or "a desire to power incompetent, are artificially k down the numbers at the sch parents want in order to fill th they do not want, which, if tr pretty funny way to win vote elections. However, any sugge that parents know best, or any mem of the magic word "choice" is pu teed, in his view, to win suppor

Is there not enough good sch to go round, Mr Baker, eve today's lower numbers? Before w into whose fault that might be, d really think the way to provide it is to fill the popular schools w the bodies you can pack in with NSPCC noticing?

Presumably, those who ha been so lucky in this unseemly ble for the limited amount of education on offer will have to the schools nobody wanted, wh the numbers decline will get s

Let them close, you will sa how long will that take? And wh their pupils to go? Or let the prove, you will say. Pretty ch when you have got into this d spiral, and most of the paren were good at getting things i have left you.

Are you so sure they wa schools, Mr Baker, or wer schools with the wrong address teachers worked twice as hard this achievement and with le resources?

Let us look again at the lucky ones who got into the po schools. Are they so lucky? A schools were full in 1979, and then the needs of new subjects the Technical and Vocational Ed tion Initiative and GCSE ha creased the pressure on space for hardware, and on specialized fac If you fill every desk in every room, what about the labs, the shops, the computers, the spo sport?

Are you not just putting another of water in the soup? Not only are diluting the education of the intake, but you are also robbing who were there already, and perhaps destroying just those qual which attracted them to the sch Everybody knows that pressure facilities brings danger and indis as well as dilution, and if you go step further and expand pop schools to take all comers, follo every whim of fashion, you ar turning education into a dismal

The argument is not about class all, but about how you disc without too much fuss something is not enough of. It is true particular sleight of hand was exp to parents for the fraud it is. You do anything to divert attention f the real issues. It is a very expe business educating the whole chil might even be a bit subversive.

Cheaper by far, and safer, to put those who make a fuss into what consider to be the schools schools and turn the schools remain into educational soup kitc You can dilute soup quite a lot anybody noticing, as well, and push still further away the day when face that it costs more to educate whom life has given less, and that exercise of parental choice is not unless we tackle positively the need the schools they have not chosen.

Joan Sa

Joan Sallis chairs the Campaign for Advancement of State Education

no comment

"King's College, Taunton; Appointment of head: Candidates must be graduates of Oxford or Cambridge or some other recognized university."

Job advertisement in *The Plate*, April 27.

NEWS

Barry Hugill reports on the official investigation into allegations of racial violence at a Manchester school

Burnage inquiry to take evidence in closed session

The independent inquiry into the murder of a 13-year-old Asian pupil at Burnage High School in Manchester last September opened this week with strong criticism of Trafford education authority by the inquiry chairman, Mr Ian Macdonald.

Mr Macdonald, a senior barrister specializing in race and immigration law, criticized the authority's decision not to allow Mr Nigel De Noronha, a lecturer at South Trafford College, Altrincham, time off to sit on the inquiry.

The inquiry is sponsored by Manchester City Council and will look at alleged incidents of racial violence at Burnage and other Manchester schools.

Mr Macdonald said on Tuesday that he regarded service on the inquiry "as a public duty comparable to serving as a juror or a magistrate."

He added that a discussion he had had with Mr Richard Mee, Labour chairman of the governors of South Trafford College, had led him to believe that the authority was behaving irresponsibly.

Mr Mee later confirmed that he had told Mr Macdonald that his first priority was the students' welfare and that to allow Mr Noronha time off would have seriously disrupted their education.

"There are 20,000 people of ethnic origin in Manchester and there must be some with the capability and credibility to do the job that he wants Mr Noronha to do. I know many of the ethnic minority community, including surgeons, accountants and lawyers – many of them could do the job."

Mr Denis Hatfield, chief education officer of Trafford, said that the inquiry was the responsibility of Manchester City Council and that there was no reason why Trafford, or any other authority, should provide personnel for it.

Other members of the inquiry committee are Mr Gus John, a Manchester community worker, Mrs Lily Khan, director of Asian Studies at Tower Hamlets Adult Education Institute and Ms Reena Bhavnani, tutor in sociology at Ruskin College, Oxford. All three are being allowed leave of absence to take part in the inquiry.

They will look into the background of the murder of Ahmed Iqbal Ullah who was stabbed to death by a white pupil who was subsequently sentenced to be detained during Her Majesty's pleasure.

Asian pupils at Burnage have alleged that teachers turned a blind eye to racist bullying and intimidation.

At the trial of the convicted youth, Manchester police said that there was no racial motive for the killing. Asian community leaders have ridiculed this claim.

Mr Macdonald has written to Mr James Anderton, chief constable of Manchester, asking for a meeting.

The committee will sit in camera "because some witnesses could be frightened of making statements in public", Mr Macdonald said.

He anticipated that Burnage pupils would give evidence and that it was possible that they would make accusations against teachers. "We may well get allegations that teachers didn't act in time or didn't do the right thing."

Any teacher accused by witnesses will be informed of the charges made and will be given the opportunity to be represented, he explained. He stressed that the inquiry was not a "star chamber".

If allegations made to the committee prove to be true then it will be up to the l.e.a. to decide on disciplinary action, he said.

The teacher unions are co-operating with Mr Macdonald and his team. They have welcomed the decisions to take evidence in secret.

The inquiry is expected to take up to two months to complete.



Ian Macdonald: Trafford behaving irresponsibly

Honeyford calls for race policy referendum

by Diane Spencer

Mr Ray Honeyford, the former head who was at the centre of a race row in Bradford, has called for a national referendum on multiculturalism in Britain.

Writing in the right-wing magazine *The Salisbury Review*, he asks: "Do we want assimilation, or a sort of cultural fragmentation which I suspect so disfigures the Swann proposals?

"Or do we believe in the principal of cultural integration, where everyone is British, and where responsibility for the preservation of parent cultures is placed firmly on the shoulders of those immigrant communities who require them?"

The public must be consulted, he argues, because the greatest weakness in Britain's status as a multicultural society is the lack of a popular mandate for the changes which created it.

"It is only when this sort of process has been worked through that we can start to determine how our schools should be affected by those changes in our populations, which in historical terms are very recent.

"So powerful is the multicultural education, anti-racist lobby which Swann supports, that the veritable revolution in our schools the report recommends is now being implemented.

In another article in the magazine, Mr Jonathan Savery, the Bristol teacher who faced disciplinary action last year over criticism of the anti-racist lobby, also returns to the attack, *writes Bert Lodge*.

He pours scorn on the anti-racist educationist whose idea of an enjoyable afternoon is to spend it "in hawk-eyed censorship" of the school's library. This character sees *Robinson Crusoe* not as "fiction vulnerable to serious criticism" but as an allegory of modern Britain describing and reinforcing prevailing racist attitudes. "Hence the urgent need for its confiscation as Unsuitable for Attitudinally Impressionable Adolescents."

The article concludes: "Anti-racism is the instrument of a neo-colonialist minority who seek domination over our domestic territories and who wish to destroy for ever the culture that has grown and flourished there."

An introduction to *The Salisbury Review* points out that the magazine, edited by Professor Roger Scruton, is still withholding another article by Mr Savery on Rastafarianism, following "warnings" from Avon education authority.

***The Salisbury Review*, Volume 5, Number 3, April 1987, price £3.00 from Sherwood Press Ltd, 88 Tylney Road, London E7 0LY.**



Picture by Janine Wiedel

Smalltalk: Hilary Power, aged four, hands a petition with 11,000 signatures into 10 Downing Street on behalf of the Association for All Speech Impaired Children (AFASIC). It calls on the Government to make adequate educational provision for youngsters with speech and language disorders.

Negotiating rights withheld till 1989

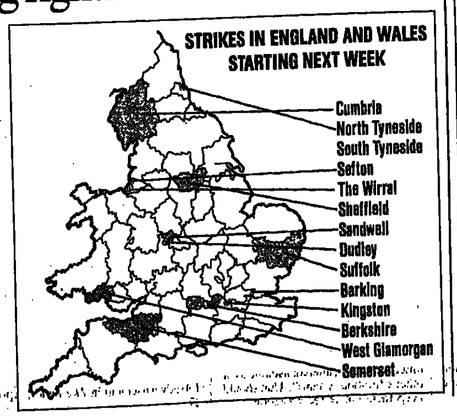
continued from page 1

meeting", she wrote. "I believe that the unions should be focusing their energy on helping to improve the quality of education in our schools, and not on short-term disruption or trying to undermine an Act of Parliament."

● New pay machinery should be set up to allow local pay bargaining for teachers, Mr John Banham, the director-general of the CBI, told the National Economic Development Council this week.

Employers were very concerned at the continuing industrial relations problems in schools. Apart from the damage to young people's education, the example set for pupils on how to resolve conflicts over pay and conditions could hardly be worse, he said.

"Unless governors and headteachers have some direct influence over what teachers in their schools are paid, delegation of managerial authority and responsibility will be largely cosmetic – and is unlikely to be effective in achieving the benefits that could



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PLATFORM



Nurses and teachers, unlike industrial workers, cannot argue over their share of their employers' profits. But the old statutory machinery failed to keep up with economic events

In praise of pay review



Trevor Clay, general secretary of the Royal College of Nursing, argues that the balance-sheet of public opinion is the best way of holding the Government to account

There is no system of pay determination which will bring everything that we would wish as fast as we would wish. For nurses the establishment of a review body after the 1982 dispute has provided us with the longest consistent period of progress since the NHS was founded in 1948 and there is no better system on the horizon.

The nurses' review body covers 500,000 staff and accounts for more than £4 billion of public expenditure: £3 out of every £100 spent by Mrs Thatcher's Government is spent on nurses' pay. Every 1 per cent increase adds £45 million to the pay bill. In the number of people affected and the scale of public expenditure, very similar figures could be produced for the teaching profession.

Whatever the rhetoric of governments or trades unions, such major decisions for public expenditure are not simply going to be the subject of free collective bargaining as it is understood in industry and commerce. There is no straight company balance-sheet and division of profit over which to argue. The balance-sheet is increasingly public opinion and it is a democratic one. This fact needs to be recognized in the battle for resources over pay.

In the NHS we did have all the trappings of collective bargaining on a commercial, industrial model with the nurses' and midwives' Whitley Councils set up in 1948. They never really delivered the goods for our members and as inflation accelerated in the 1970s they were continually bypassed. Just as teachers had Houghton, so nurses had Halsbury in 1974. By the end of the 1970s we were wrapped up in the Clegg Commission. The statutory machinery had failed to keep up with economic events. By 1982 the system had again broken down.

The 1982 NHS dispute was a classic example of the fundamental difference between the Government (under any party) and the unions. The health ministers had fixed cash limits which they were not at liberty to break. The unions were fixed on the course of comparability. Tortuous discussions were being held to find analogues for various groups of nursing staff while the ritual of claim and offer were gone through in the spring of each year. And it was a ritual in which members' expectations were raised beyond the negotiators'. Arguments and negotiations were subsumed in bluff and emotion. From that stalemate the 1982 NHS dispute was born.

The review body, which was the product of that dispute, was bound by neither cash limits nor the totems of comparability. It was to be able to take on board whatever factors it thought appropriate. Nor did its establishment end the negotiating rights of nurses. To replace the old Whitley Council, the Nurses' and Midwives' Negotiating Council was established. We still negotiate all the grading structures for nursing and the conditions of employment but it is the review body's job to attach a price to them. In theory, negotiating conditions without having them costed should not work – in practice, it works considerably better than the previous system.

The Review Body for Nursing Staff, Midwives, Health Visitors and Professions Allied to Medicine consists of eight people appointed by the Prime Minister and reporting to her. She is not obliged to implement or fund their recommendations but the political pressure upon her to do so is considerable. In theory, a group of people appointed by the Prime Minister cannot be truly independent. In practice, they have demonstrated a more independent stance that any department of government with whom the unions would otherwise be negotiating.

The 1982 dispute was settled with 12 per cent over two years. In its first report in 1984, the Review Body recommended 7.5 per cent. In 1985, increases of 9–14 per cent, in 1986, 8 per cent and this year, increases which add 9.5 per cent to the pay bill but which represent increases for all staff nurses and sisters of more than 11 per cent. It is an illusion to imagine that any minister could emerge from free collective bargaining in his or her department to tell Mrs Thatcher that the recommendation was as far ahead of inflation as any of the above settlements and expect to keep his job.

On each occasion, the cash limits for the health service have had to be altered significantly and major changes introduced into the forward projections of public expenditure. The cumulative effect on the health budgets is considerable and the compound effect on nurses' pay as each increase is carried forward is seen by how far ahead of our previous best position against inflation in 1980 we now are.

This year the extra money which has had to be found from the Treasury for nurses amounts to almost £400 million. Even a government negotiator feeling generous in election year would almost certainly not have offered such sums.

There are problems with a review body system. Prime ministers interfere with the recommendations. The introduction of the recommendations staged in 1985, delayed in 1986 and not fully funded in either of those two years, caused considerable problems for the service. But the full cost was always built into the following year's public expenditure.

As a consequence, taking the five years of the review body, there is not another five-year period which can demonstrate such progress without serious conflict or upheaval in the service. Government interference was painful and opposed publicly but it was better than the year of plenty followed by the years of famine which were previously our lot.

Having presented a case under the old Whitley negotiating system and under the review body, I find the latter system more rigorous and the standard of argument higher. There is no claim and no offer, only months of careful research and argument which now replace some of the ritual which went before. The product is a report which is difficult for government to ignore and which takes the "moral high ground", making it almost impossible to reject the conclusion outright.

We wanted a system which produced just and fair salaries for our profession and then maintained their value: a system which encouraged change where it was necessary; a system which rewarded those involved in clinical work and targeted those areas of the profession most in need of attention, even if they were not the most vocal sections of the membership. We are getting there faster under the review body than in the previous 40 years of arguing over the same issues.

This year we will be negotiating a professional clinical career structure which the review body will attach a price. We expect that value to be higher than that currently given to clinical nurses and we expect it to be maintained over the turbulent economic years which appear to lie ahead whoever is in government.

In theory, it is bad trade union practice to go for such structural change without the money on the table, and it is true that in industry and commerce it would be suicidal. But we are in the public sector where the Government can be held to account on the balance-sheet of public opinion and where we also are accountable and under public inspection.

In practice, the non-TUC Royal College of Nursing and the TUC-affiliated unions such as the National Union of Public Employees, led by Rodney Bickerstaffe, have been able to make the system work for our members by taking a realistic view of the risks involved in going into a review body system.

In theory, there were no negotiations, a review body made up of political appointees cannot be independent, and all the recommendations could be rejected. In practice, the Conservative Government under this prime minister has thus far given more under a review body system than would otherwise have been the case and without our members being required to go through the trauma of withdrawing their services.

NEWS

DIARY

Guilt investment

Remember last week's story about the £160 sent in a plain brown envelope to the Northern Ireland Department of Education? A cheerful lady from Stormont Castle has explained the mystery. It's all quite simple – Belfast people are very honest.

Well they are most of the time, but occasionally they have the odd lapse – a spot of tax avoidance, not returning library books, teachers misappropriating exercise books. They are, however, invariably struck by remorse and have devised a unique method of expurgating it. It's called "conscience money" and it works like this.

Mr X, head of English at the George Best High School for boys, does a few evenings a week private tuition. He forgets to declare it on his tax return and is later struck by guilt. Too ashamed to own up, he places a handful of used notes in an envelope and despatches it to his employer, the Department of Education.

He obviously can't sign it so the Department can't send him a receipt. How is he to know that the cash has reached its destination? "It's easy," explained the cheerful lady, "we put a note in the local paper stating the amount, where it was posted and when so that the sender knows that it has arrived."

Honest, it's true. And to prove it, here is the last such notice: "The Department of Education acknowledges receipt of £180 conscience money. The cash was received in an envelope post-marked Belfast and dated April 2, 1987."

Phoneme bill

Puzzled by punctuation, riled by rhetoric? Help may be just a telephone call away.

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Tory wet

This week's use of English accolade goes to Guildford Conservative councillor Mr Bernard Parke. He wrote to area education officer Mr Ivor Simpson, complaining that the choice of subject for a musical presentation at Howard of Effingham county secondary school – the Titanic disaster – was "rather a distressing event on which to base" a show.

In mitigation, Mr Parke helpfully qualified his remarks by saying he was "not wishing to pour cold water on the enthusiasm of youth".

Yuppie training

Further illustration that we're all Yuppies now on a specimen maths GCSE paper that has come our way. Question: "If I need 136 cocktail sticks for a party and they are sold in packets of 25, how many packets must I buy?"

Key rings

Full marks to Mr Robert Key, Tory MP for Salisbury and one-time teacher and AMMA member. No slacker he when it comes to constituency matters. He phoned Mr Bob Dunn, the education junior minister, only the other day congratulating him for accepting the sensible advice of the Member for Salisbury not to allow the closure of a popular local school.

As he was phoning from Nicaragua it must have cost him a penny (or rather a centavo) or two.

Acronym

☐ The past week has been one of upheaval for the largest education authority in England and Wales – the Inner London Education Authority.

It began with one of ILEA's best-known headteachers, Mr Lawrie Norcross, announcing his decision to seek early retirement at the age of 60.

His decision focused attention on the strains and stresses of being a head in London, with the war being waged between the authority and members of the Inner London Teachers' Association of the National Union of Teachers over redeployment and the pay dispute strike action.

☐ Then followed the surprise ousting of the authority's Labour leader, Mrs Frances Morrell, in the annual leadership elections of the Labour group. Her high-profile leadership is to be replaced by the more sober style of Mr Neil Fletcher, formerly chairman of the ILEA's further and higher education sub-committee.

One of the main issues he will have to tackle is redeployment – but, as figures show this week, many ILEA teachers have already opted for a voluntary move.

One vote ousts Morrell as ILEA leader

by Barry Hugill

A single vote led to Mrs Frances Morrell, the Labour leader of the Inner London Education Authority, being dislodged as its group chief on Tuesday.

Mrs Morrell, who has headed the ILEA since 1983, is to be replaced by Mr Neil Fletcher, formerly chairman of the authority's further and higher education sub-committee and currently employers' leader in the pay dispute with NATFHE, the college lecturers' union.

Mrs Morrell's fate was sealed once it became known that she intended to "retire" from the ILEA in the not-too-distant future. She told *The TES* last week that it could be a matter of "just two months" before she went.

Although many of the authority's councillors resented her somewhat imperial style, few doubted her immense ability and it is unlikely that Mr Fletcher would have won had his colleagues believed Mrs Morrell intended to stay around for some time.

In the event, many decided that it was wrong for her to contest the leadership once she had announced her decision to relinquish it at a time of her choosing.

Mrs Morrell's removal is a blow for the feminist lobby within the ILEA and marks a return, as one councillor put it, "to the era of grey white men in grey suits running the authority".

Press reports that Mr Fletcher is to the left of Mrs Morrell are somewhat wide of the mark. Like his predecessor, he had voted to take firm action against the Inner London Teachers' Association, whose members are opposing the authority's proposed redeployment scheme.

The major difference will be in style, with Mr Fletcher concentrating more on the intricacies of policy and less on the high-profile campaigning developed by Mrs Morrell.

He said on Wednesday that he had no plans to drop the teacher redeployment policy.



Out: Morrell In: Fletcher

Mr Fletcher conceded that there had been "a breakdown of trust between the authority, teachers and heads" and added that his task was to "build bridges".

He added: "The differences between me and Frances are those of style, not policies."

Mrs Morrell's defeat was one of a few surprises in the world of the London Labour Party this week, as annual elections took place.

In Brent, Mr Ron Anderson remains chair of the education committee, despite an attempt to unseat him by his deputy, Mr Nitin Parshotam.

The pundits had written Mr Anderson's political obituary following the decision of Brent Council's leader, Ms Merle Amory, to back Mr Parshotam.

Fortunately for Mr Anderson, Ms Amory failed to grasp Labour's complex rule book so Brent councillors voted at the weekend to postpone the election.

A further contest will be held later in the summer – and it is anyone's guess who will win it.

And away from the attention of the media, Hounslow Labour Party moved significantly to the left when it deposed both its council leader and education committee chairman.

Its former leader, Mr John Grigg, goes – to be replaced by the former GLC councillor, Mr Dave Weitzel. Mrs Heather Weitzel replaces the "moderate" education committee chairman, Mr Peter Smith.

How London heads cope with stress . . .

by James Meikle

Five inner London headteachers died last year and 57 took early retirement.

In all, 134 of the 1,100 heads in charge of Inner London Education Authority schools quit or changed jobs – but a spokesman thought the leaving rate was "about par for the course".

So far this year, 76 retirements or resignations have been reported.

The figures come as the capital's heads continue to complain of stress and interference in school policy. They claim their employers jeopardize effective running of schools by not disciplining teachers for industrial action and their refusal to cater for absent colleagues.

Mr Lawrie Norcross, head of Highbury Grove comprehensive school in Islington, fuelled the debate by announcing that he was taking retirement five years early.

"ILEA members," he wrote in *The Times* on Monday, "show no signs of being prepared to sanction effective disciplinary action against teachers, however unofficial and sometimes downright irresponsible their actions may have been." He said the suspicion was shared by many heads that such members resisted punishing those they regarded as their allies, the far Left of the teaching profession.

Mr Norcross said that the ILEA had done more harm than good to the cause of anti-racism by stridently pursuing valid objectives in a divisive way, with a constant string of initiatives and questionnaires.

Mr Peter Snape, general secretary of the Secondary Heads Association, said: "Many of these opinions are shared by many heads in the authority, although I don't think they would be expressed in the extreme way Lawrie expresses them. There have been feelings during the year that the authority has not been prepared to support headteachers."

Mr Barrie Stead, chairman of the schools subcommittee, agreed headship was a difficult job, but blamed the Education Secretary for the flow of directives which increased pressure on schools.

The ILEA has threatened for months to dock pay from teachers who refuse to cover for colleagues' absences, but the Labour group is refraining from taking action until it has tried to woo the unions, especially London's National Union of Teachers' branch, with a package of improved supply arrangements.

The authority's policy sub-committee will discuss the matter on May 20.

Queuing up to change jobs

Nearly 650 inner-London secondary staff have volunteered to change jobs, despite a campaign of walk-outs and demonstrations against redeployment by the National Union of Teachers in the capital.

The response has encouraged leaders of the Inner London Education Authority, who feared there would be up to 1,300 teachers above authorized numbers by September.

The ILEA has identified 869 surplus teachers and invited them to volunteer for redeployment or severance, for promotion through the supply teaching force, or for retraining. A £1,000 disturbance allowance was among the carrots for redeployment, before compulsory measures were introduced later this term.

But the authority wants to direct some volunteers into schools with vacant posts of responsibility and is telling its own governors, and asking governors of church schools, not to advertise these jobs.

About 450 of the identified teachers at present hold Scale 2 posts and above. The one-term advertising ban means schools will have to appoint a surplus teacher already on the staff or one nominated from a central pool.

The "matching process" will involve senior officers, the authority's inspectorate and headteachers' representatives.

The ILEA is wary of upsetting governors' "legitimate interests" in appointments, but says teachers who have been identified for a move through no fault of their own should have the maximum opportunity for comparable jobs elsewhere.

Participation in such arrangements may actually speed up the filling of vacancies, argues the authority. Schools told of vacancies this term would be unable in many cases to fill them until January because of resignation dates.

The authority has notified teachers of 114 existing Scale 1 vacancies. So far, 260 teachers have applied for retraining, 170 for redeployment, 122 for voluntary severance and 90 for promotion to the supply force.

● A school chosen by the ILEA as a "shining example" of what can be achieved with the Hargreaves' report proposals on improving secondary schools is to lose 30 of its 70 teachers under the authority's redeployment scheme.

Absentee rates plummeted when Lilian Baylis School in Kennington introduced an open-door policy for parents, and replaced formal assessment with unit credits for short courses, graded tests, mixed-ability teaching and pupil profiles.

Some parents fear a return to the old days of truancy and underachievement.

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RM RESEARCH MACHINES TES

NEWS

TES staff report on pre-election Government plans for choice and viability of schools

Parent power promises open up debate on quality

by James Meikle

Mr Kenneth Baker's pre-election pledge that the next Conservative Government would remove artificial limits on admissions to schools has left many doubters on the defensive yet again, wary of being considered ungrateful, representing vested bureaucratic interests, or simply of being politically motivated in their opposition.

Legislation in the next Parliament would require secondary schools to admit at least the intake of 1979, the peak year. "In some cases the limit will be higher. It will not be lower without my approval," Mr Baker told a meeting of educationists in Nelson, Lancashire, last week.

Every year 10,000 parents appealed against limits which kept their children out of the school of their choice, he said. But the latest published figures show 9,100 appeals for 1985, representing just 2 per cent of all admissions to primary and secondary schools in England and Wales. It is not clear whether Mr Baker rounded up that figure or used more recent statistics.

He shows no sign of changing one of the most important factors in determining choice of school, however – provision and payment for school transport. Local authorities only provide free bus rides to pupils who go to designated schools or to schools on grounds of religious faith.

Mr Baker said popular schools would be allowed to expand "to the limit of their capacity", while less popular schools would have to "get their house in order" to attract parents and children.

He has not said how local authorities would plan financial and staffing budgets to ensure appropriate curricula, if they had to respond to changes in public opinion.

Mr George Walden, Minister of State with responsibility for higher education, was heard to say this week: "Even if she (Mrs Thatcher) called an election on June 11, that still leaves 14 DES initiative days".

Mr Walden was speaking after addressing the Standing Conference of European Ministers of Education in Helsinki, organized by the Council of Europe.

Critics are concerned too that a school's reputation, good or bad, can last long after its real nature has changed.

Mr James Hammond, deputy general secretary of the National Confederation of Parent Teacher Associations, said the word popular was now being used instead of good.

"We ought to be looking at our schools that are not so popular, finding out why they are not, and putting things right. Only in that way can we ensure every child is treated equally."

Mr David Hart, general secretary of the National Association of Headteachers, said: "This puts local authorities in an extremely difficult position and will cause our members running schools that are not so popular, enormous difficulties in terms of morale and standards. Members in popular schools are going to be faced with resource problems providing for additional children."

Mr Philip Merridale, Conservative chairman of the Association of County Councils' education committee, recognized that parental preference should be a prime factor in choice of schools but said there had to come a time "when in order to give children a fair crack of the whip, we cannot just admit them regardless".

Mr Geoff Driver, Labour education chairman in Leeds, said: "The Baker statement raises the spectre that popular schools, however good, are threatened with becoming numerically overweight, while less popular schools, despite the urgent local social need they serve, will be starved of resources."

The Baker promise, taken with Government plans to give heads and governors more say in running schools – with the as yet unvoiced possibility of opting out of local authority control – is being seen in some quarters as a means of re-introducing selection into state education.



Ballot days are here again: Mr Baker is taking the initiative

Cautious welcome for Baker's rural reprieve

by Bert Lodge

Mr Kenneth Baker's decision this week to revise a draft circular on minimum school sizes has received a qualified welcome from leading educationists.

Last August's proposals said three teachers or 60 pupils were the minimum criteria for viability. Only in "exceptional circumstances" should schools not meeting these targets be kept open. It was estimated this threatened more than 1,500 rural primaries.

But in a written parliamentary answer this week Mr Baker said he recognized the widespread support many rural schools commanded. "Though local authorities would still be expected to take account of general principles about the size of schools, they were not to be interpreted as "narrowly prescriptive – a set of benchmarks" to determine whether a school should be closed.

The announcement was immediately condemned by Opposition MPs as a pre-election "sweetener".

Mr David Hart, the general secretary of the National Association of Head Teachers (to which most primary heads belong), said the removal of the sword of Damocles over schools of a particular size was to be welcomed.

But if the Government wished to avoid the charge of hypocrisy it must now revise its overall plan on surplus places.

The need for extra resources was also stressed by Mr Colin Alves, general secretary of the Church of England Board of Education.

"We are delighted that the centre of village life in so many places has been retained. We recognize there will still be some closures, but to maintain those which are spared and to enrich village life will cost more."

Mr Baker said on BBC Radio 4's *Today* programme that, in the months since the draft circular, he had done a lot of listening and had received a deputation from the Anglican Bishop of London and the Roman Catholic Bishop of Wrexham.

"Closing a school does not save as much money as you'd think. The local authority has to expand another school or lay on transport."

New budget control pilot

Secondary schools in Surrey will take control of their own budgets in the first extension of pilot schemes since the Government announced its plans for local financial management.

Woking college and Collingwood school, Camberley, are trying a "total budget" approach while the number of schools on discretionary budgets, covering items such as temporary staff, additional points on pay scales, minor repairs and supply cover for training has increased from six to 10.

A major review of the first two years' experiment is under way. Cambridgeshire has the biggest local financial management scheme with all 46 secondary schools involved. Nearly 40 local education authorities had been represented at seminars in the county last month, according to the National Association of Head Teachers.

Local talks start next week over payment for the additional responsibilities and the NAHT is advising other members involved in schemes to press for allowances.

In a circular to all branch secretaries, the union calls for additional administrative help, adequate training, and proper financing from the local authority.

Mr Kenneth Baker, the Education Secretary, last month said that, if re-elected, the Government would introduce legislation requiring local authorities to devolve financial power to all secondary and primary schools that had more than 200 pupils on roll within four years.

Poll support to independents

Eight out of 10 Birmingham citizens oppose any move to close the city's famous King Edward VI grammar schools. Even among Labour supporters 71 per cent are against closure, although the party has said it will scrap grammar schools and the city's Labour-controlled council has made clear its wish to abolish the two independent and five grammar schools.

A MORI poll carried out for the King Edward VI foundation showed 90 per cent of respondents supported Birmingham parents' right to enter their children for the schools. Only 11 per cent of Labour supporters favoured closure. Eighty-eight per cent of Conservative voters supported the schools and 81 per cent of Alliance.

Of 524 people interviewed, 36 per cent had children under 14, about 4 per cent had attended one of the King Edward schools, and 2 per cent had children at them.

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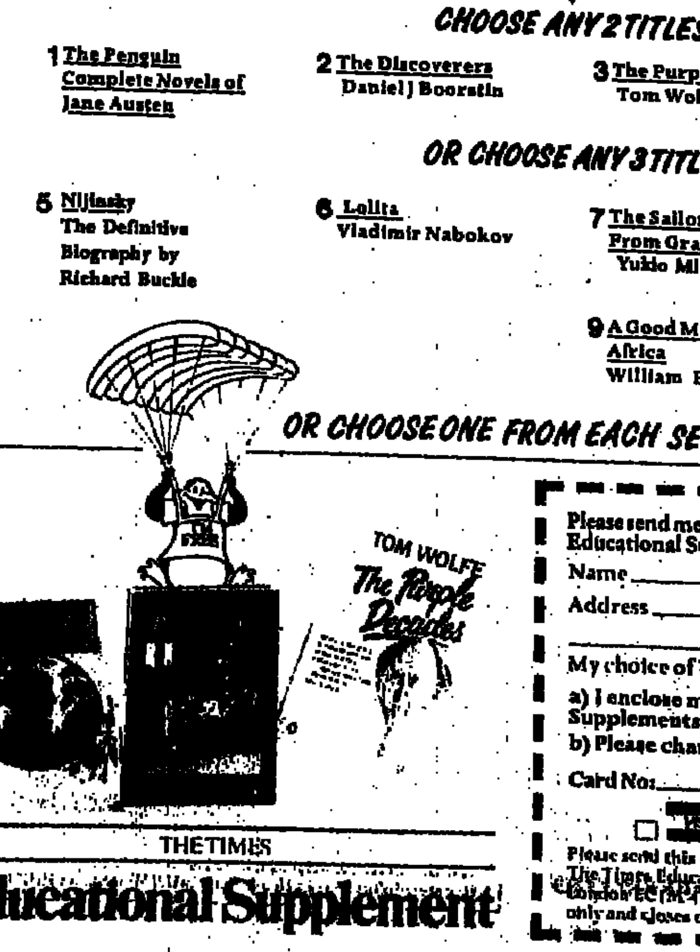
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THE TIMES Educational Supplement

NEWS

James Meikle reports on a follow-up study just published by the pioneers of teacher appraisal – Suffolk County Council

Cost of staff assessment could reach £70 million

The cost of a national system for the appraisal of teachers may be tentatively put at £70 million following further research by a pioneering Suffolk team.

Its latest work, *In the Light of Torches*, estimates a £125 bill per teacher, and between £600 and £1,100 for each head. There are some 415,000 teachers in England and Wales in about 30,000 schools.

The Suffolk report is cautious on cost, however, warning that some of the assumptions may be "at best idiosyncratic, at worst wrong".

The calculations per teacher, coming to just under 1 per cent of the salary bill, are based on having one "appraising" teacher to every seven others, training courses of four days, classroom observation, interviews, clerical work and the provision of supply cover.

The figures do not take account of time taken by heads, advisers and education officers in managing and moderating schemes or in the extra costs that may be involved for in-service training.

Last year, the National Union of Teachers made a £100 million "guesstimate" on appraisal while the National Association of Head Teachers believed a national scheme may only cost half that.

The Government says it is well aware of the price tag that must be attached.

The true costs will only become evident, however, when six planned pilot schemes – in Cumbria, Suffolk, Croydon, Somerset, Salford and Newcastle upon Tyne – have been completed and evaluated. The future of these still hangs in the balance because the major teaching unions are refusing to participate while their negotiating rights are suspended.

There is also growing concern among education administrators that the Government's new £500 incentive allowances for teachers will be linked to appraisal results, when the main advocates of appraisal have set their face against direct "merit" pay.

Nevertheless, Mr Duncan Graham, the chief executive of Humberside County Council and formerly Suffolk's chief education officer, also told a conference of administrators, heads and deputies last week that there would be a "causal link" between the outcome of appraisal and career progression. "You cannot just lock up the appraisal documents in a cupboard, particularly when vast amounts of public money will be involved in the process."

The conference, organized by the Industrial Society, marked the launch of *In the Light of Torches*, already popularly known as "Torches Two". It follows *Those Having Torches*, the 1985 document prepared by Mr Graham, Mr Tom Cornthwaite, then deputy chief education officer, and now Mr Graham's successor, and three seconded headteachers, Mr Ken Green, Mr Wilf Horsfield and Mrs Margaret Sanders. Their research has been funded by the Department of Education and Science.

The Suffolk team suggests that heads should be appraised by other headteachers in conjunction with advisers and education officers. The appraising head could either be a permanently-seconded head, who also has other curriculum and appraisal monitoring duties, someone on a fixed-term secondment, or a serving head who is still gaining experience "in the hot seat".

This, says the new report, is a matter for local discretion. "The scale and complexity of the process, together with the need for senior managers to attain targets and bring about change, would indicate that, except where there are exceptional circumstances, a frequency of less than three years is impractical and undesirable."

In the Light of Torches, price £8.95, is available from Suffolk's education department or from the Industrial Society, Peter Runge House, 3 Carlton House Terrace, London SW1Y 5DG.



Janine Wiedel

Class observation: included in research team's calculations.

Gambling with lamb on the menu

by Iola Smith

Welsh lamb producers are fighting back against the school health food lobby with a new range of children's fast-foods.

Mid Wales Development – the rural enterprise agency whose catchment area contains three times as many sheep as people – is supplying six pilot-scheme schools in Gwent and Dyfed with 3,000 meals.

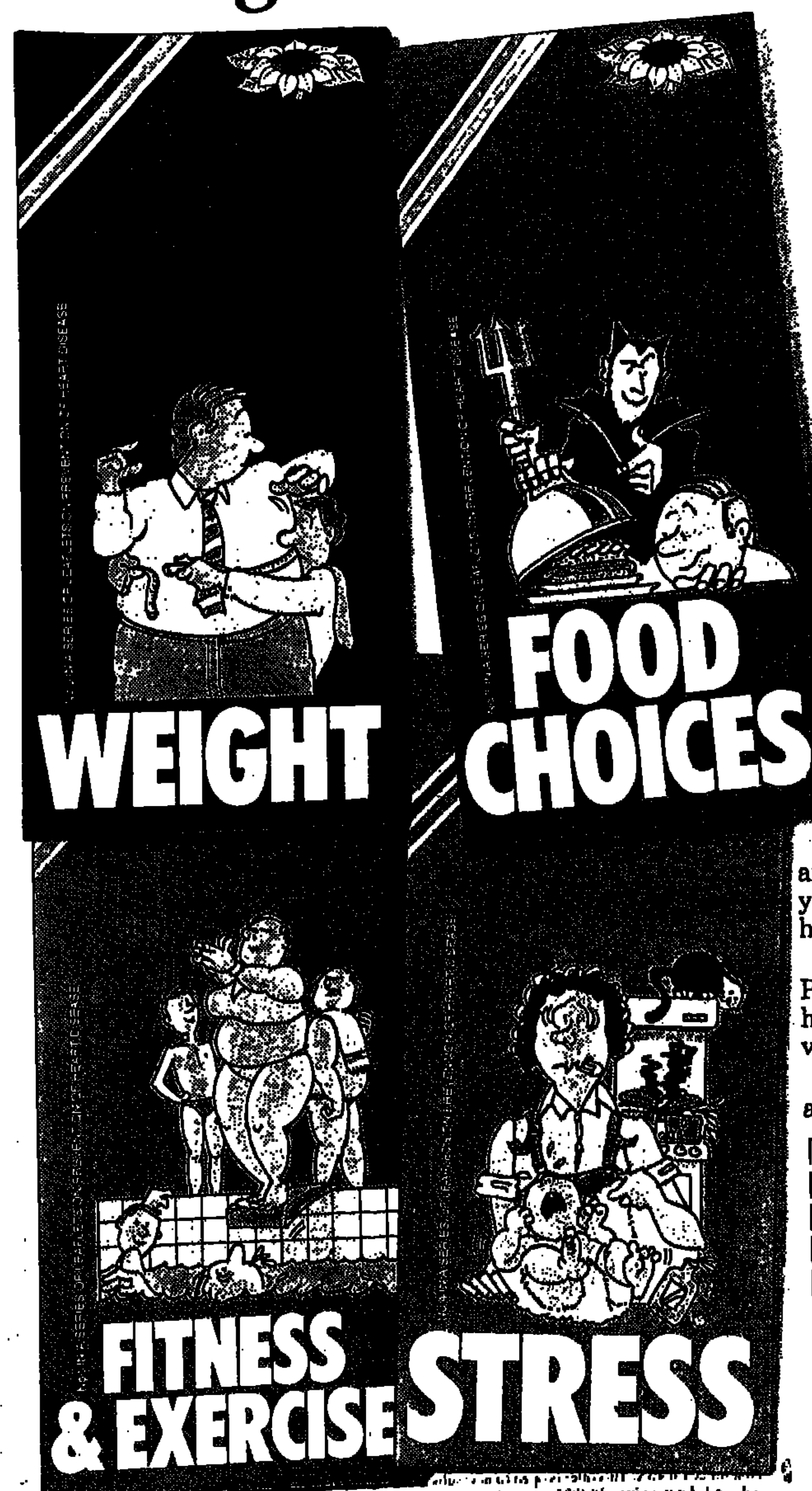
Options include the Principality's riposte to Captain Birdseye, the lamb finger, a ready-to-cook meal of lamb meat balls in gravy, and a special Welsh-lamb version of the Chinese spring roll.

After eating the new products, pupils will answer a questionnaire on them.

And as the promotion is intended to attract adult attention and shopping trolleys, children will be asked whether they would recommend their parents to buy the foods if they were available in supermarkets.

Two primary and four secondary schools are participating in the venture, which is being welcomed by Gwent's senior school meals organizer, Mrs Pauline Humphrey. She claims that it is a means of ensuring "that the next generation of Welsh men and women appreciate the excellence and versatility of their country's national meat product".

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NEWS

Ian Nash looks at a new study comparing secondary schooling before and after abolition of the 11-plus

Comprehensives were doomed from the start, say researchers



Built up to be knocked down: secondary modern tradition was "unwisely resisted"

The comprehensive experiment was bound to fail because it never was genuinely all-embracing, say the authors of a unique study comparing the selective and non-selective school systems.

Where secondary moderns were abolished, the baby was thrown out with the bath water in a desperate attempt to bring in grammar schools for all, according to Mr David Reynolds of University College, Cardiff, Mr Michael Sullivan, of University College, Swansea, and Mr Stephen Murgatroyd, until recently at the Open University.

"Secondary modern schools and their traditions were unwisely resisted as the new schools were formed, and it is time their strengths were rediscovered and blended with some of the existing grammar school traditions to generate authentic comprehensives for all children," they say.

In the mid-1970s, a community in Wales partially reorganized its schools, leaving one-third of all pupils attending the old selective secondary modern and grammar schools and putting the rest in to the new "comprehensives".

Both groups were as near identical as possible on a wide range of social and academic measures, and the two systems ran in parallel for four years. The results make gloomy reading for the non-selective lobby. Not only did the comprehensives underachieve academically but they did particularly badly by comparison socially. Selective schools were superior on a range of measures from reading tests to A level attainment where they gained 10 per cent more passes, with twice the number at A grade.

Delinquency rates were doubled in the comprehensive schools, where attendance figures also compared poorly. Average attendance rates were 68 per cent compared with 79 per cent in the selective schools. Greatest disaffection was shown by pupils in the bottom third of ability levels, whose attendance averages were 49 per cent compared with 83 per cent.

Indeed, it was the middle and lower ability pupils, who were alleged to be the losers under the selective system, that the comprehensives failed most consistently. Higher-ability pupils were catered for roughly on a par with the most able in the selective system.

The rot set in with the short-sighted, élitist policies of the Labour Party in the 1960s, say the authors, who point out that it was not as though there were not due warnings from the education profession.

"Seeing that the system of selection at 11 was both unpopular and discredited, knowing that grammar schools had status and respect in all sectors of the community, there were clear electoral advantages for the Labour Party to gain from embracing the notion of comprehensive schools as a grammar school for all."

That may have pleased the parents; 70.9 per cent of mothers in the selective research study area, the anonymous community of "Treliw", said it was their major goal to get their children into a grammar school – a clearly impossible prospect.

But in the "grammar for all" comprehensive schools, pupils voted with their feet. Truancy was selective with best attendance on days with subjects such as metalwork, woodwork, bricklaying and motor mechanics.

Paradoxically, the comprehensive schools entered more pupils for high-status examinations than did the selective schools. For example, in one year only 46 out of 101 pupils in the selective schools entered for O level compared with 123 out of 227 in the comprehensive system.

Comprehensives were failing for many reasons: the schools had poor management methods for their large size, they lacked pupil involvement, pastoral care provision was inadequ-

'The rot set in with the shortsighted, élitist policies of the Labour Party in the 1960s'

ate, relationships with parents were poor, and strict rules put too great an emphasis on the academic at the expense of social development.

The answer, say the researchers, is to shift attention away from the top one-third of the ability range who have proved more than able to cope, and to care more, socially and academically, for the lower two-thirds.

"The schools must learn that whether pupils actually attend, whether they are delinquent outside the school day, whether they have positive self-conceptions and whether they view themselves as in charge of their own lives are important educational goals – especially since there are a large number of lower-ability pupils for whom these are the only education goals that they are likely to attain.

"This is not to say, like one headteacher, 'that a lot of humanity is worth a hundred O levels' but to argue that, in a world where there is a greater chance of a child attending a university, such a reorientation of school goals towards social development seems only sensible."

None of the successful social aspects of the secondary modern were by their nature exclusive: pupils were encouraged to work in groups – prefects and monitors chosen from the whole ability range often inhibited anti-social behaviour among the rest, relations among staff and between teachers and pupils were genial, and discipline was "reward" rather than "punishment"-orientated.

The good atmosphere improved matters not just for pupils but for teachers as well. Staff turnover was three times higher in the comprehensives than in the selective schools. The incidence of vandalism was also higher in non-selective schools. The authors call for a complete overhaul of the secondary school system, reaching many conclusions and recommendations that have also been made by several other major studies, including the Hargreaves' report on improving inner-London secondary schools.

The authors of the new book, *The Comprehensive Experiment*, call for a fresh system of personal and social development based on "care" rather than "control", with posts of responsibility combining management and pastoral aspects and the encouragement of teachers to look after pastoral needs in their daily curriculum activities.

These views are almost wholly those that were advocated for all schools by the National Association for Pastoral Care in Education at its annual conference in Coventry last month.

School management could be further improved by involving rank-and-file teachers in management teams, improving communications regarding decisions, and publishing whole school policies and figures for truancy and vandalism as well as examination results.

Radical changes in home-school relations are called for, involving more parents in education and giving greater freedom for "informal visits" rather than merely labelling the institutions "community schools".

The authors also urge schools to relax the rules of "dress, manners and morals" associated with grammar schools and to involve more fourth and fifth-formers in clubs, societies and sports teams, encouraging less-able pupils in particular to take positions of responsibility.

Overwhelming evidence suggests that more-able pupils are not hampered by mixed-ability teaching and, moreover, that the less able benefit. But the authors stress the introduction of mixed-ability groupings has been too slow.

Less movement between academic streams would encourage more stable social relationships. In comprehensive schools, academic promotion and demotion meant that one in four pupils changed forms within the first three years compared with one in 10 in the secondary modern schools.

More tutorial support, particularly for middle-ability pupils, and less homework is needed. There was far greater emphasis on homework in comprehensives than secondary moderns, but much of the 60-90 minutes a night was resented and left undone.

"To argue that schools should become more concerned with all their children and to argue that social goals are as important as academic goals in modern society may be currently unfashionable in many quarters.

"But unless the schools manage to give all children this social development that parts of the education system have managed to in the past, together with intellectual development that other parts of the education system have delivered, the future of British society will in our view be bleak," say the authors.

The Comprehensive Experiment by David Reynolds, Michael Sullivan and Stephen Murgatroyd, Falmer Press, price £14.95 hardback, £7.95 paperback.

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Polytechnic figures rise

Applications to polytechnics have risen by 8,456 since last year, according to the Polytechnics Central Admissions System. This is an increase of 1.8 per cent.

The figures announced last week show a marked increase in the number of women applicants, which is up by 4.3 per cent. Nearly 59,000 women have applied, compared with just under 70,000 men. Overseas applicants have gone up to 7,932, which is a 13 per cent rise.

Combined arts courses have seen the greatest boost in popularity, with a 17 per cent increase in applications. Business and administrative studies remain most popular, having 115,000 applications, which is up by 8 per cent. Education (not teacher training) is up by 13 per cent.

Humanities had the greatest decrease in applications, down by 8 per cent. Other subjects which have fallen in demand are languages, by 7 per cent, and engineering and technology, by 5.5 per cent.

Tory group calls the tune on a stronger music policy

by Sue Surkes

The principle of direct grant funding to be applied to the city technology colleges should be extended to schools specializing in the arts and crafts, a pamphlet from the Conservative Political Centre has urged.

It also suggests that the assisted places scheme should be extended to more music schools and to other schools which foster artistic achievement in areas such as ballet and sculpture.

The document, whose five authors include two Tory MPs – Mr Robert Banks and Mr Alan Howarth – and Mr Stuart Sexton, former special adviser to Mr Mark Carlisle and Sir Keith Joseph at the Department of Education and Science, urges the Government to increase opportunities for all children to learn a music instrument.

It recommends amendment of the 1944 Education Act to allow parents to pay for musical instrument tuition at state schools, while stressing that parents who are unable to pay should be offered support.

It also proposes the setting up of libraries of musical instruments which could be run by music shops, with public subsidy towards the capital cost of the instruments.

"There is a call on public money, but we believe this is justified," it says.

The pamphlet emphasizes the need to maintain standards at GCSE and A level, and notes that the new GCSE in music, despite its "welcome" shift from the academic to the practical, "may not always demand a good enough overall knowledge of music, including the classical composers".

The Arts – The Next Move Forward, Conservative Political Centre, 32 Smith Square, London SW1P 3HH, price £2.75.

NEWS

What the professor found at the end of the rainbow

Diane Spencer reports on a novel method of helping people who have difficulty in reading

Rainbow-coloured spectacles can help children and grown-ups who have difficulty in reading, an American researcher has discovered.

Professor Helen Irlen, former director of an educational learning disability programme at California State University, spent six years looking into the reasons why people cannot read properly. She was in London recently to lecture on her findings.

By a long process of elimination, she found that half of her sample of 3,000 had difficulty focusing on black-and-white glossy pages, especially under fluorescent lights. About 92 per cent of those studied could be helped by reading through tinted glasses ranging throughout the spectrum – from ultra violet to infra-red. Sometimes she used a mixture of colours.

Professor Irlen says her method has helped about 5,000 people in those countries where clinics have been set up – the USA, Australia, New Zealand, the Netherlands and the UK.

The Irlen Institute in London has already helped 200 people by providing coloured lenses. One satisfied customer is 13-year-old Paul Chamberlain who goes to Bethany School, a private boarding school in Kent. He was diagnosed as dyslexic five years ago and has been using purple lenses since last December after an assessment at the institute.

Mrs Mary Chamberlain, his mother, said three of his teachers had already noticed an improvement in his work and his writing was so much better it was as if it had been done by a different child.

Even in an audience of educationists, she says she finds some with "scotopic sensitivity syndrome" – which she defines as a distinct type of visual dyslexia related to difficulties with light source, intensity, and colour.

"I only have to ask: Do you find it easier to read in daylight? How long can you read for? Do you prefer to read print on a colour instead of white?"

And she often finds someone who notices a dramatic difference immediately they try colours overlaid on black and white print.

But Professor Irlen stresses that her method will not make children read, neither is it a cure for dyslexia. However, it can help some, like Paul, who find it hard to focus and others who can only distinguish one word at a time with the rest distorting, even dancing on the page.

The Irlen Institute, Lansdowne College, 43 Harrington Gardens, London SW7 4JU.



Colourful spectacle: 5,000 people are said to have benefited from Helen Irlen's (right) techniques

Janine Wiedel



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NEWS

Ulster fears drift from state sector

by Carmel McQuaid

Teachers in Northern Ireland are worried that the growth of private Irish language and religiously-integrated schools is fragmenting state education.

The annual conference of the Ulster Teachers' Union in Newcastle, County Down, argued that, while the philosophy of the new trends was to be applauded, immediate action was needed by the Province's Department of Education to counter the "dramatic growth" of the independent sector.

The luxury of splintering the system at a time when shortage of money was so crucial could not be afforded.

The conference urged Dr Brian Mawhinney, the Northern Ireland Education Minister, to recognize the controlled schools as integrated – and set up a working party to investigate the problem.

Proposing the motion, Mr Colin Meads, of the union's Belfast branch, demanded that "artificial balances of Catholic and Protestant numbers" should cease to be the vital criterion for a school to be deemed integrated. The controlled schools were non-sectarian, catering for non-Christian religions, for those who held no faith and for Christian denominations.

He said that, since the Department had allowed the notion to prevail that controlled schools were sectarian, it must take part of the blame for Ulster having a larger proportion of pupils educated outside the state system than anywhere else in Europe.

He refuted the assertion that controlled schools with Catholics on roll could not be termed "integrated" because no concession was being made for different cultural or religious instruction.

"To imply that we treat any children differently because of their religious beliefs or lack of them is an unacceptable slur on our professionalism," he said. But the favourable terms offered to new schools – 85 per cent building and equipment costs – would result in further disintegration of mainstream education.

●The conference also agreed to stop supervising the 11-plus from the next school year, because of the education boards' failure to press the Department to scrap the exam.

Iola Smith talks to Wayne Williams, the Welsh language activist who has just become vice-president of UCAC, the Welsh-speaking teachers' union

A passionate campaigner who minds his language

Wayne Williams almost lost his job after serving a six-month prison sentence on a conspiracy charge, following damage to broadcasting equipment during the campaign for a Welsh language fourth television channel.

Now, six years later and promoted within his old school to head a department, he has become vice-president of his union, UCAC – the 3,000-strong Welsh teachers' union.

"Each child in Wales should have the opportunity to learn Welsh and be educated through the medium of that language if he or she wishes," he says – reiterating the policy of his union which is campaigning for an independent Welsh language development body with a £20 million budget to co-ordinate bilingual education from nursery to university.

He doubts whether a Welsh Joint Education Committee subcommittee would have the resources to undertake such a task, which has implications for schools' staffing as well as language policies.

"In Welsh-speaking heartlands, such as Gwynedd and Dyfed, I feel that heads and staff should be fluent Welsh speakers or schools will not be able to increase the number of Welsh medium course options."

He says non-Welsh speakers should be sent on mandatory intensive language courses at l.e.a.s' expense – willingness to attend should be a condition of appointment.

Mr Williams pays tribute both to the contribution of designated bilingual schools in the Anglicized areas, and to the Welsh language voluntary nursery schools which he believes should be established in every area assisted by the l.e.a.s.

His commitment to the Welsh language runs deep. Until recently he was active in the Welsh Language Society; in 1981 he was jailed for his part in the society's campaign for a Welsh television channel. He returned to Llanidloes High (the Powys school where he had worked since 1979) on his release, a move some parents attempted to prevent with a court injunction. He eventually won, and took up his full-time duties again in 1983. He was promoted to head of the Welsh department a year later.



Wayne Williams: down the bilingual road

Since then the school has become more pro-Welsh, although in a predominantly English-speaking area. History and geography can now be learned in Welsh in the lower school, and could be extended to GCSE level soon. All pupils take Welsh in the first three years, with more than half – 45 in this year's form four – opting to continue with the language. They are taught in separate groups for learners and fluent speakers.

Since entering teaching in the late 1970s, he has climbed steadily up the union ranks from local chairman, through to representing UCAC at county level, to vice-president.

He is convinced his involvement with the Welsh Language Society has proved useful in union affairs, "because it taught me how local authorities and committees work. It also proved to me that dedication can yield results – such as the bilingual road signs and S4C (Wales' fourth television channel) campaigns. That is why I am convinced that UCAC's demand for the universal availability of Welsh education for those who wish it will eventually be realized. Already, most of our members are active in promoting bilingualism, as the majority teach in Welsh."

UCAC's function is to support such teachers by calling for an increase in Welsh educational publishing and developing Welsh medium course options. And because of its specialism in bilingual issues, it feels it should be represented on any new negotiating body, even though it had no seat on Burnham.

But linguistic issues are not the union's sole concern. It is fiercely opposed to Kenneth Baker's removal of teachers' negotiating rights and believes all marking, exam preparation and report-writing should be done in school hours only. However, the union feels teachers should be free to run extra-curricular sports or Welsh League of Youth activities.

Mr Williams readily admits morale is low because of concern about working conditions, the introduction of GCSE and pay. "The present salary isn't worth the effort, so it isn't surprising that young teachers leave the profession, that fewer apply for teaching jobs, or that sixth-formers decide against a teaching career."

He wants to see increased collaboration between teacher unions in Wales, but believes that a political change of heart is the only real answer to low morale. "The Government must realize that education is important, and that teachers should be treated as sympathetically as the police and armed forces. Only then will the profession avoid potentially acute recruitment problems in the next decade."

Baker fails to do his star turn

by Ian Nash

Mr Kenneth Baker missed a chance to see a model of [illegible] efficiency, and in so doing [illegible] more than 1,800 future voters [illegible] backed out of an A level GCE [illegible] mics revision seminar at Westminster Central Hall last week.

The Education Secretary had billing on the list of speakers for the largest-ever one-day seminar sixth-form pupils but he called "caught between two Government committees", minutes before he due to address the students.

The substitute, Mr Alistair Burt (Mr Baker's parliamentary private secretary), put on a spirited performance; although many pupils [illegible] speech "O level politics [illegible]", compared with what they were [illegible] expect.

The announcement of the last-minute substitution was met with groans, jeers and cries of "That's 1,800 votes down the drain" and "Don't mind us Ken, we're only kids, we're not important."

The organizers of the increasingly popular event, the non-profit making Education and Training Seminar, were more than willing to rearrange the timetable for the convenience of Parliament, and could not hide their disappointment.

Mr John Oliver, seminar chairman and dean of business studies at Enfield Polytechnic, said: "I know you are here for the economics, but I'm sure many were attracted by the possibility of hearing him."

Nor did he think it reflected well on Government attitudes towards youth and education. "It would have been a good advertisement for Mr Baker to be questioned by A level students," he said.

Mr Burt got off to an inauspicious



Alastair Burt: redeemed

start with a condescending speech on the rôle of the private secretary and a potted version of his boss's speech on the indisputable merits of conservatism to a sceptical and politically-literate audience.

Describing himself as a "Tory Wet" and a new boy at Westminster who was still learning, he then ruffled many students by saying: "You might aspire to an MP on the YTS."

Angry students facing an uncertain future on the Youth Training Scheme were quick to snap back with: "You might say that. But if you are that, you're damned well-paid."

Mr Burt redeemed himself, however, in a heated debating session which focused on the teachers' action, crumbling buildings, and education spending cuts (which he insisted had not happened). Somehow, A-level economics seemed all rather irrelevant until Mr Oliver returned to the platform.

No Euro aid

The Government has ruled out Common Market aid for teenagers who want to go abroad as part of their foreign language studies.

Mr Kenneth Baker, the Education Secretary, says it is unrealistic to expect the European Commission to pay for visits on such a large scale. There is no central Government funding.

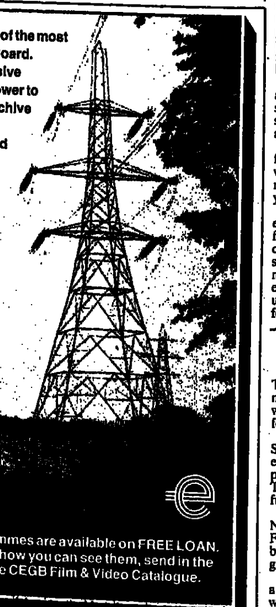
The college lecturers' union, the National Association of Teachers in Further and Higher Education, is being asked to back a campaign for grants.

Mr Baker is awaiting completion of a European Commission study which will produce new ideas for school exchanges and trips abroad.

BEHIND THE POWER

'Behind the Power' and 'Power to the People' are two of the most recent films from the Central Electricity Generating Board. 'Behind the Power' (27 minutes) illustrates the extensive research underpinning the Board's key activities. 'Power to the People' (24 minutes) includes extensive use of archive footage, and traces the fifty year development of the National Grid. Both titles are available in both Film and Video formats.

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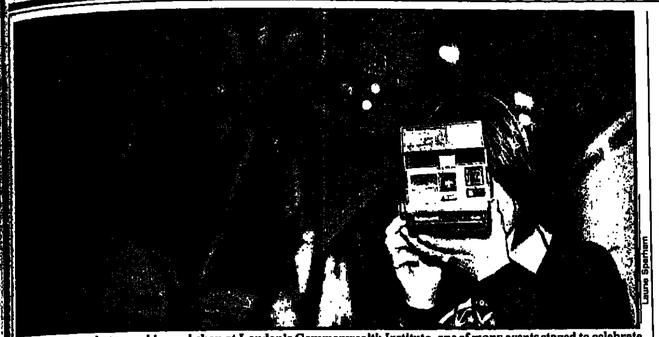
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NEWS



Mirror image: a photographic workshop at London's Commonwealth Institute, one of many events staged to celebrate its silver jubilee year, proved a great attraction for children.

Polytechnics warn of computer crisis

by Ian Nash

Student teachers face a loss of access to computers in many colleges and polytechnics because the Government refuses to meet the costs of new equipment, Dr Norbert Singer, director of Thames Polytechnic, warned last week.

The four arens of study in greatest jeopardy from the shortage in the 57 polytechnics and colleges of higher education were science, technology, teacher training and craft, design and technology.

For four years, the colleges have fought a losing battle for more money for computers and equipment from the Department of Education and Science. Annual awards are made through local education authorities, based on the claims for individual institutions.

But the gap between the money bid and the sum awarded grows wider. Last year, the Inner London Education Authority asked for £10 million for five polytechnics but was awarded only £2 million. Thames needed £1.6 million, but was given £400,000. "Next year, we will need £2.5 million just to stand still. Unless we find major new monies to close that gap, we will be in disaster next session," Dr Singer told ILEA and polytechnic officers at the annual advanced further education review last week.

"It is a national problem, but London has been hit the worst," he said, citing evidence in replies to recent parliamentary questions. "The ILEA has been treated particularly harshly in terms of its capital expenditure."

Much of the equipment was decades old and many students had no access to information technology at all. "A particularly significant concern" was the lack of computer equipment, and an immediate £600,000 was needed to update stocks, he said.

Any crisis in teacher education had been postponed with the help of a £130,000 grant for craft, design and technology from the Manpower Services Commission to Avery Hill College, which recently merged with the polytechnic.

"Our teacher training is therefore in good shape technologically, but that is sheer luck," he said. In the long term, all disciplines were threatened if the Government failed to wake up to the needs of all colleges.

Both teachers and students had increasing expectations since schools were becoming significant users of new technology, and it was no longer possible to provide for all the needs of the arts and humanities with papers and books alone. "Because of the increasing demands, polytechnics have less money to spread among many more pupils," he said.

● White Paper proposals giving corporate status to colleges and stopping l.e.a. subsidies "imperil" the quality of education in London by failing to account for the unique relationship between the ILEA and its five polytechnics, the Committee of Directors of Inner London Polytechnics said this week.

The ILEA paid £11 million (14 per cent of total budgets) this year, for a range of services such as part-time and evening work, access courses for women and ethnic minorities and continuing education. "These activities and costs are not adequately funded through existing national mechanisms," said the directors.

Sue Surkes reports that pessimism dogged educationists as they met last weekend to discuss public policy development

History syllabus 'a ragbag'

The syllabus proposed by the Historical Association for all 7 to 14-year-olds could generate something "close to civil war" in the classroom if it is pushed through by the Education Secretary, a public education policy seminar heard last weekend.

Mr Tom Arkell, a senior lecturer in Warwick University's arts education department, claimed that the association was "proposing an irresponsible return to a mythological golden age of history teaching" and encouraging discussion of a syllabus that had been "abandoned after decades of heartache".

The proposal, submitted to Mr Kenneth Baker at his request earlier this year, suggests that at least 60 per cent of teaching time be devoted to 60 topics in British and world history up to 1890.

Mr Arkell told the seminar at the university that the document was the "greatest ragbag, lucky-dip sort of syllabus anybody could have devised".

It lacked any conceptual coherence or structure, most of its topics were totally irrelevant to twentieth century children, and it took no account of changes in society over the last generation. Furthermore, the media had taken away the need for school history teaching to sustain any sense of national identity.

He proposed rejection of the syllabus and the setting-up of a "representative" forum to discuss the issues in a "coherent and intelligent way".

Dr John Fines, head of history at West Sussex Institute of Higher Education, said the association, which had done many good things, had felt deprived for many years.

It was "quite understandable that, when the Secretary of State suddenly smiles at it in a very seductive way, it should come over all shivery and lose its head". But the "speedy" response of the association was an "extremely dangerous example of responding to ministerial edict".

Mr Norman Thomas, an honorary professor of education at Warwick and a former HM Inspector, said: "If you do not like the Historical Association, what you need to do is get into it and change it."

The atmosphere at the conference was one of intense self-analysis and pessimism. Mr Jim Campbell, one of the organizers, described the day as "depressing, paranoia-inducing and only occasionally exhilarating".

School history teaching was in a state of confusion, the assembled academics, chief education officers, advisers and others were told. There was talk about the divide between those who believed the syllabus should be based on skills and concepts and those who preferred a content-oriented approach.

The issue of whether history at primary level should be taught as a separate subject or integrated was also touched on, as was the question about categorizing history as a social science. There were calls for more discussion.

"History is not yet ready to be packaged for a national curriculum," Mr Arkell said.

Dr Bill Stubbs, education officer for the Inner London Education Authority, stressed that while difficult subject questions were being raised, he was "desperately worried" about how they would be resolved, given the timescale with which the politicians were determined to pursue the national curriculum. The questions that had to be asked were how the national curriculum could be prevented from being fossilized, how it was allowed to develop, who was going to make the decisions about it, what the checks and balances would be, and how differentiation within the curriculum could be introduced.

Mr Bernard Davies, a senior lecturer at the university's applied social studies department, warned that the question was no longer about how professionals shaped the curriculum but what rôle they could play in the political processes which would shape education.

Orchestra director goes amid *Sturm und Drang*

by Judy Meewezen

A row over the future of Stockport's widely-acclaimed youth orchestra has ended with the departure of its director, Mr Xenophon Kelsey.

The dispute has grown from a major disagreement between him and the borough's director of education, Mr Jim Hendy.

Mr Kelsey is opposed to the council's intention to impose a residential qualification on orchestra membership. At present, about half of the 200 members are drawn from other districts of Manchester and further afield.

He said: "The high standard of all three orchestras quite naturally attracts excellent players from elsewhere. Stockport deserves the best we can gather."

But Mr Hendy is determined to build up a musical tradition in Stockport which will specifically benefit the borough's pupils.

"At the moment, many young people in Stockport schools fear that membership of the orchestra is beyond their reach.

"We believe that the present situation is very unfair, both to the pupils, and to the ratepayers who support the endeavour. Xenophon Kelsey's musicianship and his qualities as a conductor are not in dispute. We have been troubled by his inability to conform to normal council procedures, such as filling out forms for the payment of instrumental tutors."

Technically, Mr Kelsey has been employed as a consultant to the borough, receiving a monthly retainer and extra fees for concerts. Recently the council has sought to draw up a contract of employment dependent on the acceptance of a residential qualification.

Mr Kelsey, who can claim fierce loyalty among parents and the youngsters he has helped to train, refuses to accept the conditions and believes, with some bitterness, he has been the victim of a plot to remove him from office.

Meanwhile, within days of Mr Kelsey's departure, Mr Peter Harle, the borough's director of expressive art, has stepped in to conduct the senior [illegible] on a [illegible] Belgium.

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The new head of Birkbeck College plans to enrol more ethnic minority women. Diane Spencer reports

New Master steps up battle for part-timers

Lady Blackstone, the new Master of Birkbeck College, one of the few women to be in charge of a university institution, intends to recruit more Asian women students.

She told the annual women's meeting of the Association of University Teachers in Birmingham last week that the central London college will be making greater efforts to recruit more women and ethnic minorities.

Lady Blackstone, who takes up her post in October, said she was particularly concerned about the Bangladeshi women in Tower Hamlets, east London, as virtually none of them went on to higher education. "I hope Birkbeck will make a contribution."

The college would connect adult education centres and colleges running access courses by using outreach techniques to encourage these students.

Birkbeck is in an area of great social and economic deprivation as well as one of great wealth, she said. Gone are the days when universities could sit back and wait to see who came in.

Lady Blackstone emphasized the importance of part-time students. "There is no question that we undervalue the worth of part-time education in this country."

In British universities, only 2 per cent of undergraduates studied part-time and the numbers had declined in the past 20 years, compared with around 25 per cent in North America and Australia. "We need to urge the University Grants Committee and the National Advisory Body to come up with carrots and sticks to make it more attractive for higher education to increase the numbers of part-time students," she said.

Part-timers suffered because they were not entitled to have their tuition fees paid as full-time students, nor did they get allowances for travel, books or exam fees. "It is a disgraceful inequity," she said. The new Master has, of course, a vested interest in the welfare of part-timers, as Birkbeck is the only university college, apart from the Open University, which entirely specializes in part-time students.

She criticized the rigidity of course structures in universities and the paucity of credit transfer schemes and modular degrees – all of which adversely affected women.

Whether they liked it or not, most women moved when their husbands changed jobs and they could not pick up their studies again.

Questioned about her new title as "Master" of the college, she said some asked how she could accept it as she was a known feminist, but others thought it "highly desirable that the title should be retained as all those male professors will have to refer to me as Master". In any case she thought those "anachronistic and archaic" titles would become gender neutral because more and more women would occupy those positions.

"One thing I was sure of: I didn't want to be the Mistress of Birkbeck."



Martin Mayer/Network.

Hearty meal: former teacher-turned-junior health minister Mrs Edwina Currie launched the British Heart Foundation's new schools' newsletter in London last week at a rather unlikely-sounding venue – Bacon's secondary school, Bermondsey.

Aimed at 12 and 13-year-olds, the newsletter highlights the importance of diet and exercise and the harm cigarettes can do to the heart. An order card and a sample newsletter can be obtained by sending a large stamped, addressed envelope to Schools Newsletter, British Heart Foundation, 102 Gloucester Place, London W1H 4DH.

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Kasparov's win no drawn conclusion

I promised to keep readers informed of the results of the Channel 4 Speed Chess Challenge between Nigel Short and Gary Kasparov.

In the event, world champion Kasparov won by the margin of four wins to two, with no draws at all. The games were equally exciting and I am gratified that Nigel's excellent performance exactly duplicated the prediction I made in *The TES* before the match started.

TVSpeed Chess Challenge, London February 1987

Match score:	1	2	3	4	5	6	Total
Kasparov (USSR)	1	1	0	1	1	0	4
Short (UK)	0	0	1	0	0	1	2

As can be seen, one of the most remarkable features of this "mighty tussle of mental muscle", as the Channel 4 announcers billed it, was the absolute absence of drawn games. This avoidance of peaceful solutions and conclusions was a tribute to the resource and fighting spirit of both Grandmasters.

The six games contested against the world champion, although played at the fast time-limit of 25 minutes per player, per game, appear to have exerted a beneficially didactic effect on Nigel Short. Nigel proceeded directly from the London Docklands sponsored match to the international tournament in Reykjavik; the young Grandmaster dominated this, reeling off six wins in his first six games in a manner reminiscent of Bobby Fischer.



Media pawns: Kasparov and Short bam it up for the cameras

RAYMOND KEENE

Nigel has emerged with tremendous distinction from his battle with the world champion. Kasparov himself has predicted that his young British opponent will, within a year at the most, be the most likely Western challenger for the supreme title in chess. Short's result in the match and subsequently at Reykjavik, provide an example to British youth of determination and intellectual self-improvement.

Here are Nigel's two wins:

Kasparov – Short, Game 3, Docklands Trophy, Tchigorin's Defence.

1 Nf3 d52 Bg4 3 Ne5 Bf5 4c4 f6 6 Nf3 c6 6Nc3 a6 7 c3 Bh4 8 Bg2 Ne7 9 0–0 0–0 10 Qb3 a5 11 a3 Bxc3 12 bxc3 Nd7 13 Nd2 a4 14 Qa2 Bg6 15 e4 Bf7 16 Rb1 Rb8 17 Qc2 b5 18 cxd5 cxd5 19 Qd3 Qa5 20 Re1 Rfc8 21 Rb4 Nc8 22 Rb2 Ne7 23 Rc2 Nb6 24 h4 Rb7 25 Bh3 Rc6 26 Rb2 Nc4 27 Rb4 Qc7 28 Nxc4 Rxc4 29 Bd2 Qc8 30 a5 f5 31 Bf1 Bh5 32 Qe3 h6 33 Reb1 Kf7 34 Rb1–b2 Kg8 35 f3 Qa8 36 Rb1 Nc8 37 Bxc4 dxc4 38 Rb4–b2 Ne7 39 d5 Nxd5 40 Qc5 Bxf3 41 Rxb5 Rc7 42 Rb8+ Kh7 43 Qf8 Qa7+ 44 Kf1 Re7 45 A1b2 Kg6 46 Bc1 Kh5 47 Re8 Qc5 48 Rc8 Qxa3 49 g4+ Bxg4 50 Rxc4 Qa1 White resigns.

Short – Kasparov, Game 6 Sicilian Defence.

1 e4 c5 2 Nf3 d6 3 d4 cxd4 4 Nxd4 Nf6 5 Nc3 a6 6 Be3 e6 7 f3 Nbd7 8 g4 h6 9 h4 He5 10 Rg1 Qb6 11 Qc1 d5 12 Be2 dxe4 13 Nxe4 Nxe4 14 Bxe4 Be7 15 Rh1 Bd7 16 c3 Qc7 17 Bf2 b5 18 Qc2 Nc6 19 Bxc4 Qxc4 20 b3 Qc7 21 0–0 0–0 22 Kb1 a5 23g5 h5 24 Rhg1 a4 25 b4 Rac8 26 Rd3 g6 27 Bg3 Qb7 28 Qe2 Rc4 29 Be5 Rfc8 30 Qe3 Be8 31 Re1 a3 32 Qf4 Be8 33 Nb3 Qc8 34 Na5 Rxb4+ 35 Ka1 Qc5 36 cxb4 Qxb4 37 Qd2 Rc2 38 Qxb4 Bxb4 39 Rd8 f6 40 Rf1 Rxe5 41 Rxc8+ Kg7 42 Nb3 Bc3+ 43 Kb1 Rb2+ 44 Kc1 Rxb3 45 Kc2 black resigns.

Notes and diagrams of all the Speed Chess Challenge games may be found in *Speed Chess Challenge: Kasparov v Short 1987* by Raymond Keene (Batsford, £7.50).

Which ends on May 15.



Hugh Routledge

First choice: new money is to be channelled into junior levels of the game rather than national squad

Huw Richards on volleyball's bid for expansion in schools

Courting net gains

While the role of sport in the school curriculum continues to be debated, officials in one game are convinced they have a product to appeal to all sides of the argument.

The English Volleyball Association is set to launch a campaign that it hopes will more than quadruple the number of schools in England and Wales playing the game over the next two years.

Impetus for the campaign started in 1985 with the amalgamation of the EVA with the English Schools Volleyball Association. This linked the schools into the experience and expertise of the national body, while giving the EVA extra access to Sports Council funding.

Mr David Joy, a 29-year-old PE teacher who has taught in middle and primary schools in Stockport and Staffordshire, was appointed full-time junior development officer last summer.

He says: "There were a number of choices they could have made with the very limited resources available. The money could have gone into a senior coaching programme or the development of the national squads. It is very much to the EVA's credit that they opted for the long-term future of the game and chose to devote resources to the junior side."

In setting up the campaign, he realized he would have to go to the schools, rather than expecting them to come to him: "If you want to encourage people to look at something new that always makes sense. With the present difficulties over in-service training, it became all the more important."



Playing to rules into dissent tolerated by officials

At present, 366 schools are affiliated to the EVA, compared with 110 two years ago. Most are secondary schools. In a two-phase attack, he hopes to increase the number of secondary schools to 600 in the next academic year, then draw in around 1,000 primary schools in 1988/89.

Using direct mailing, he plans to offer every school in the country schemes for developing the game. Publicity pull-outs will be put into specialist PE magazines.

An improved and economical range of equipment has been developed. Mr Joy admits that in the past the game has been blighted by the use of plastic footballs, making it difficult and painful to play. Now they use a much softer PVC-coated foam ball.

Videos and printed materials have been developed to take teachers through the stages of introducing and training volleyball techniques.

All this work would be pointless if the EVA did not have good reason to think that its game is likely to appeal to schools, staff and pupils alike. Mr Joy points to several reasons for believing that schools will flock into the game.

He says: "First, it is immensely flexible. While the adult version you'll sometimes see on television is a full-court six-a-side game, you haven't got to play it that way – in fact you shouldn't play it that way with younger children and starters.

"You can play one against one, two against two and work your way up. It can be played indoor or out and you don't need a special court or net. Any open space can be adapted and you can use a rope with braids hung from it slung across the space as a net."

A number of features are likely to appeal to those suspicious of traditional school sports and the first-team emphasis sometimes associated with them.

"It can be played as a mixed sport, certainly at least into the early teens. You can play at competitive level or equally as a recreational sport. It can be played by children of all physical abilities – there's no reason why you shouldn't teach children with co-ordination problems alongside others. It is a non-contact sport which demands the use of the brain.

"If they learn properly, children should develop a sense of the tactics of the game, develop physical skills and recognize the need for social co-operation both with team-mates and opposition," Mr Joy said.

As well as being efficient aerobically – good games involve a great deal of bending, stretching and movement – he can point to the attitudes inculcated by volleyball.

"No dissent at all is allowed. The attitudes of players are closer to those of golf pros who will call a foul against themselves than to some tennis or soccer players. These attitudes are imposed firmly at junior level."

He rejects any suggestion that this is the case at junior level because the most committed, gifted and motivated competitors play other sports.

"In the small number of schools such as Purbrook Park in Portsmouth or Alderman Derbyshire (in Nottingham) where volleyball has a very high profile and does attract the best athletes, we find the same attitudes. We had some incredibly tight and competitive games in our recent national schools finals with sides desperately disappointed to lose, but you didn't hear a murmur of complaint or dissent."

Mr Joy suggests another reason for playing the game in schools.

"Our experience is that almost everyone enjoys it – unlike sports such as rugby and cricket which some people love, but for many others are an ordeal."

Nor is it expensive – possibly the argument to appeal most of all to hard-up education authorities. Mr Joy reckons a secondary school could equip for sets of 30 with balls, net, and videos, plus affiliation to the EVA for under £200. The association provides a stream of posters, contacts, hints and information costing a great deal more than the £5 (from September £7.50) affiliation fee. A primary school can be equipped for smaller sets for less than half of that.

He stresses the importance of proper training, taking pupils through the stages of development shown in the EVA video and printed material, rather than throwing them a ball and expecting them to get on with it. An EVA committee is working to develop volleyball programmes for INSET and teacher training.

The EVA hopes the long-term consequence will be more and better players coming into the clubs and the development of more recreational volleyball, at youth and adult level. It would like to see national teams improve from current parity with Luxembourg.

But it says with some justice that those would be by-products of the remarkable versatility of a game that can be highly competitive or recreational, mixed in sex or ability terms, teach co-operative attitudes and physical skills, be adapted to almost any space indoors or out and not cost too much.

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What are the specific skills needed by tomorrow's workforce? No one yet knows, the MSC has been told

Too many job hopes pinned on IT training

The widely-held view that information technology skills are a key to employment in the future is examined searchingly in a major study sponsored by the Manpower Services Commission. Its conclusions have far-reaching policy implications for the education system and for youth training.

The study, carried out by a Sheffield University research team, was planned as the most extensive investigation yet into the links between education and employment in the information technology field. But its conclusions reach beyond the boundaries of IT and cast doubt on the direction in which both schools and youth training have been moving under pressure from politicians.

Questioning 1,000 firms and a quarter of Britain's secondary schools, the researchers found that:

☐ Employers are virtually unanimous in placing little value on specific vocational skills taught at school. This applies particularly to IT, where they believe recruits can quickly pick up the required skills.

☐ The only specific shortage is in the supply of science and technology graduates and Higher National Diploma holders.

☐ Employers want school-leavers with a sound general education, and place a high value on academic achievement.

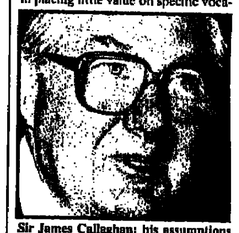
☐ They regard awareness of computers and familiarity with their use as a valuable background for recruits – both school-leavers and graduates – to non-technical disciplines.

The report calls into question the underlying assumptions of both Sir James Callaghan's Ruskin speech 10 years ago and of the 1981 White Paper which led to the establishment of the Youth Training Scheme. It points out that while both talked about relevant skills – in the one case to be taught by the schools and in the other in the YTS – neither defined them.

"The question is whether these skills exist, how they can be specified, and if so what they are," says the report.

It concludes that while industrial and commercial awareness, along with the closer links to employment, are valuable aims for education, an over-emphasis on the vocational in the curriculum and a desire to satisfy "the needs of industry" may in the long run be counter-productive.

It says: "The search for an indication of skills for the future is a fruitless and mistaken one. In a period of continuing technological change the emphasis is likely to be on general abilities rather than specific skills."



Sir James Callaghan: his assumptions are questioned

Employers' Selection Criteria

Level	Selected criteria	Specific skills	General skills	Personal appearance	Personal qualities	Personal potential	Academic achievement
Graduate and above	A	8* (0%)	423 (24%)	50 (3%)	349 (20%)	67 (4%)	830 (48%)
HND etc	B	8 (10%)	384 (26%)	103 (7%)	276 (18%)	35 (2%)	691 (46%)
School-leaver at 18+	C	64 (3%)	402 (21%)	134 (7%)	420 (22%)	327 (17%)	575 (30%)
School-leaver at 16+	D	116 (6%)	238 (12%)	249 (12%)	749 (37%)	313 (15%)	358 (18%)
YTS trainee	E	8 (0%)	153 (11%)	268 (19%)	582 (42%)	62 (4%)	309 (22%)
Weighted column totals		204	1,600	804	2,376	804	2,763

*Criterion weighted by number of recruits to which it applies. The percentage in brackets shows the relative importance of each criterion at a given *level*.

What the employers say ...

A "two-nations" structure for handling information technology, which is emerging in industry, is shaping employers' requirements, the report discloses.

The providers of the technology – the systems analysts and managers, and the programmers – are at the top. Below are the larger numbers of employees who use what they provide – who operate the word processors and access the databases.

Not long ago, programming was a job for whizz-kid school-leavers or adults with the right aptitudes, many of whom had been trained on Manpower Services Commission courses for the unemployed. But now firms insist that programmers and the others in the top group should be graduates or Higher National Diploma holders.

The researchers listed the criteria which employers apply to general recruitment:

1 Academic achievement: relevant degree, good general education, numeracy;
2 Personal potential: clear thinker, good intellect, willingness;
3 Personal qualities: ability to communicate, to mix with others, to work in a team, to get on with colleagues, correct attitude, motivation, enthusiasm, personality, breadth of interests;
4 Personal appearance: pleasant, smart;
5 General skills: relevant experience in certain areas; general clerical skills;
6 Specific skills: keyboard, word processing.

An indication of the relative importance that employers attach to each of these criteria is given by the table, which shows the frequency with which each was mentioned by the firms, weighted by the number of recruits to which it applies.

An analysis of employers' statements about the qualities they look for in IT staff shows similar criteria. Concern about shortages focused on the supply of suitably-trained graduates.

"At the higher level, the demand does not match supply. At the lower levels, training on the job will normally ensure that basic skills can be enhanced ..." was a typical assertion.

The message was that education should provide familiarity with and awareness of IT at all levels. But the only specific skill ever mentioned, say the researchers, was in the use of the keyboard.

A number of employers called for training in the use of computers as work tools to be part of the curriculum, to make familiarity with computers integral to long-term education possibly from primary on, and for less programming and more practical use of IT.

But others suggested that basic and fundamental skills and knowledge were more important ... "Reinforce basic skills in English ... teach good knowledge in IT, commerce and sociology".

In their view of education, nearly all the firms stressed the importance of fundamental and general knowledge providing basic skills. The need for specific IT skills, say the researchers, was seen as a low priority.

"I don't think IT is a big issue. Anybody with reasonable skills and attitudes will soon adjust."

"Our main needs will be met if our employees feel comfortable in front of a keyboard."

"I would much prefer the education system producing literate, numerate people with adequate learning skills than pre-packed office fodder."

"We consider that the present education system is failing behind in the teaching of mathematics. Any person who has been taught mathematics properly is quite capable of being trained to use the rather elementary types of computer used by small companies."

Skills for the future, by Mikael Donaldson, Paul Harrison, Mike Jordan, Ben Jones, Julie Fletcher and Jerry Wellington, Education Division, Sheffield University, Arts Tower, Sheffield S10 2TN. £5.



The best strategy for IT education is to provide basic, general skills in the handling of information

Shortage of science graduates still acute

The emphasis in schools should be on the use of information technology across the curriculum, the report advises. A narrow, skills-based approach to IT education will have little educational or vocational value, it warns.

"The overall context of employment is one of constant change and gradual updating. In such a context the best strategy for IT education is to provide basic, general, skills in the handling of information rather than specific skills," say the researchers. They point out that such basic information skills have to be taught within the general framework of the traditional aims of education – literacy, numeracy, communication and personal development.

The team does not appear to place great importance on the development of computer-assisted learning (CAL) even though they found that the majority of schools see its introduction across the curriculum as their next stage of development. The researchers say that CAL may be one way of introducing the use of IT, but stress the broader aim of making pupils aware of and familiar with the technology.

The researchers point to the evidence which establishes that the number of employees engaged in using IT in future will be extremely large while those involved in providing the technology will be small, and say that this has implications for education at every level.

They say that:

☐ A general awareness of IT, an ability to use it, and the opportunity to enhance their own education through it, should be seen as a fundamental aim for all pupils.

☐ Greater use and awareness of information technology in all areas of the higher education curriculum would be both vocationally and educationally worthwhile.

☐ Expertise for a small number – graduates in science, technology and engineering – is a vital goal.

Graduates with an awareness of, and some experience of using, IT will be a valuable commodity to employers even if the graduates' backgrounds are not in the numerate disciplines, say the researchers, but they emphasise that, in the short term at least, the gaps in shortages are of those from the science and technology disciplines.

"Output from higher education must be increased," they say – but warn that this will not be achieved by early specialization or an emphasis on a vocational curriculum at school level – which by encouraging early specialization might intensify the failure to get enough women into information technology in higher education.

The achievement of the right strategy in the schools, they allege, is already impeded by gender bias as well as such factors as the domination of computer studies, the lack of and improper use of resources, and staffing problems.

Edited by Mark Jackson

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Bournemouth News and Picture Service

Pastures new: members of the very young farmers' club at Kings Copse county primary school, Hedge End, Hampshire, are relishing the trials of sheep-raising. A nearby farm museum donated the sheep, and the school has now had to work out a rota of apprentice shepherds. Needless to say, there have been flocks of volunteers ...

First there was the Campaign for Real Ale, then the one for real bread. Now there is a campaign for real books, but at least one reading specialist believes it is having some undesirable side-effects. Report by Julia Hagedorn.

Genuine teaching – even when the books aren't 'real'

A reading expert has called for tolerance on the part of the "real book" campaigners, claiming that teachers are being made to feel guilty for still using reading schemes.

Mrs Betty Root, from the Reading and Language Information Centre at the University of Reading, has published a booklet in defence of reading schemes because she feels that too much pressure is being exerted to direct teachers along one particular path.

She says that those who write about using only real books reveal a certain arrogance in claiming that they know what constitutes a "real" book. And many of them, she says, have not been exposed to the "unremitting daily pressures exerted by a class of lively, mixed-ability children".

It is totally irresponsible, she says, to denigrate teaching techniques which invariably have been found to achieve the required goals. Mrs Root argues that the use of a reading scheme does not preclude children from having access to a wealth of stories and information books. Moreover, well-designed schemes can help children in their first tentative efforts to read.

Explaining why she had decided to write the booklet, Mrs Root said that her centre was getting the backlash from teachers who had had the real books philosophy imposed on them by advisers. Their confidence was being undermined, she said, and they were not being credited with the ability to choose the method which worked best for them.

Asking children to learn to read using real books was fine if you had a nation of highly competent, highly literate teachers who really knew their books, but, unfortunately, this was not the case.

A survey of 1,186 infant teachers carried out by her centre and as yet unpublished showed that only 42 teachers, or 3.5 per cent, actually gave their pupils a completely open choice of books with no grading. Another 60 teachers used a single reading scheme but the vast majority (91.4 per cent) taught their children to read with a mixture of schemes and supplementary readers and books.

The survey, which covered a wide cross-section of British schools, also asked teachers what they read to their pupils, and how often. More than 95 per cent read to their class daily. Nearly 90 per cent read a variety of books but only 46 per cent read poetry regularly.



Way with words: most teachers read to their classes daily

In Defence of Reading Schemes by Betty Root, 50p plus 20p postage from the Reading and Language Information Centre, University of Reading, London Road, Reading.

Conquering a need to stoop

Eight-year-old Tracey Jones' 99-year-old great-grandmother had difficulty picking up her keys whenever they fell on the floor.

So Tracey and her classmates Clare Griffiths and Luke Roberson from Llanybydder primary school, Dyfed, decided to solve the problem.

After a week of work, they came up with a walking-stick which has since earned them a £250 innovation award.

The stick has a magnet fitted to its base so will attract any metal object – including keys.

And to ensure that it works just as well in the dark, the pupils have fitted a battery-powered bulb half way up with a control switch beneath the stick's handle.

The school hopes that BP, one of the sponsors of the award, will develop the walking-stick and market it to the elderly.

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'Time for closure' Zebedee's school told

Youngsters in Strathclyde are campaigning to save the tiny school which inspired the TV series *The Magic Roundabout*.

The local council want to close the village school at Ardentinny and bus the 20 pupils five miles down the road.

But residents in the village of 160 think the idea is far from magic and the children have started a "save our school" campaign.

The school, with one classroom and one teacher, spawned the 1960s series after writer Eric Thompson settled in the village which nestles on the shores of Loch Long in Argyllshire.

Mr Thompson, who wrote, directed and narrated the English version of the *The Magic Roundabout*, based his characters – such as Zebedee and Florence – on pupils he found at the school.

The catch-phrase "It's time for bed" always closed the four-and-a-half-minute stories, which Mr Thompson adapted to the French-made programmes. Present pupils have been parading outside the offices of Strathclyde Regional Council.

Parents say it would cost only £20,000 to save the school – and are all the more angry because of the estimated £200 million that has been spent on Coulport Trident nuclear missile base across the loch.

Solitary teacher Kathleen Robertson said: "It's a special school. It's more like a big happy family and it would be a crying shame if it had to close."

Visual reminder

A wall-chart headed "Is there a hearing-impaired child in your class?" has been sent to all chief education officers by the National Deaf Children's Society with a request that it be issued to every primary school.

Enquiries about the chart should be addressed to: Lynn Watling, Assistant Education Officer, National Deaf Children's Society, 45 Hereford Road, London W2 5AH.

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SCHOOL TRAVEL SERVICE

TEACHERS' PAY

Reviewing: the situation

Geraldine Hackett examines whether an independent pay review body – advocated by some as a way out of the current dispute – would be of benefit to the profession

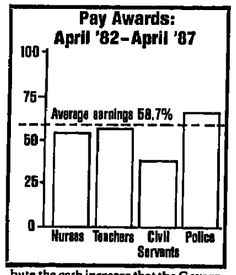
Is an independent pay review body for teachers a way out of the present conflict over the abolition of pay negotiating rights? The teachers' unions don't think so. They want a negotiating council where employers, Government and teachers discuss pay. But the Education Secretary appears unwilling to make concessions unless teachers relinquish the strike weapon.

At present, pay review is confined to nurses, soldiers, doctors and dentists, judges and senior civil servants. All four review bodies have different histories, but the groups they cover either cannot be members of unions, such as the armed forces, or like the nurses, would find it difficult to take industrial action without putting people's lives at risk.

What pay review does is remove direct Government control from the process of setting their pay. The Government appoints the review body from its list of the great and the good and the members use their independent judgement to make recommendations.

The Government can, and more often than not does, disregard the recommendations on the grounds that they are not in the national interest.

In its report last year, the doctors' and dentists' review body deplored the fact that for the previous five years the Government had failed to implement its award in full. The review members made clear that they were not responsible for balancing the health service's finances, saying: "We must emphasize that our role is not to manage the NHS, or simply to distribute the cash increase that the Government has decided is appropriate for the NHS in a given year. It is to consider all the factors we believe are necessary to reward fairly the contributions doctors and dentists make to the NHS."



The Government this year headed off an impending battle with the nurses by paying their award in full, but it was only the second time in four years that the nurses have been given the full amount on time. Usually the awards are staged, reducing the money that nurses get in that year, but raising salary levels to the recommended rate by the end of the year.

Before reaching their decision the review bodies take evidence from "interested parties" – their professional organizations and unions that represent nurses and doctors and the Government department or the Treasury. The next stage varies according to the review body.

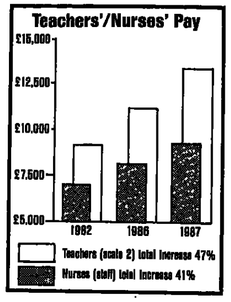
The armed forces' body make comparisons with similar civilian jobs. The other review bodies do not usually make such comparisons, but they do take into account what is happening to average pay, rises in earnings in other professions and earnings in the rest of the public sector.

The final figure produced by the review body is not based on a formula that balances equivalent pay in other professions against the pay rises needed to recruit and retain staff. As one participant in the process put it: "It is not an exact science or a mechanistic formula. It is a judgement made by a group of people who do not have a direct interest in what should be paid."

Ms Valerie Cowie, director of industrial relations at the Royal College of Nursing, sees the task as putting a case that will convince reasonable people of the justice of your arguments.

As a system for setting pay, the RCN, the largest nurses' union, believes pay review has meant higher percentage rises for nurses than other groups of workers in the health service and in the civil service. Nurses' earnings, though, have not kept pace with the increase in earnings across the public and private sectors.

But whether all groups over which the Government holds some of the pay strings would do better out of pay review is impossible to tell. A teacher stuck on the maximum of Scale 2 has seen his or her pay rise by 26.2 per cent between 1982 and 1986 – from £8,700 to £10,986. A staff nurse was paid a maximum of £6,095 in 1982 and her maximum pay had risen 27.2 per cent by 1986 to £7,750. Once the latest 16.4 per cent pay rise for teachers and the 9.5 per cent for nurses is added to the totals, teachers, who have been taking industrial action for two years, have done better than nurses in percentage terms, but that is partly due to the fact that their pay deal spans two years.



NURSES' PAY AWARDS

1984
7.5% – Paid in full

1985
8.8% – Paid in stages

1986
7.8% – Paid in stages

1987
9.8% – Paid in full

According to Chris Trinder, research officer at the National Institute of Economic and Social Research, it is not clear whether, in the long term, public sector workers do better from pay review or from collective bargaining. The Government, after all, can always impose a pay policy by setting pay factors in its public expenditure plan.

What is clear is that in recent years, pay review bodies have been giving larger percentage rises to the more experienced staff. The latest award for nurses, for example, means the pay of nursing auxiliaries and students will rise by between 4.9 and 7 per cent, while staff nurses' pay will rise between 11 and 12.7 per cent. The trend follows what is happening in the private sector.

Depending on the terms of reference, a teachers' review body may not be as open as the Labour-led local government employers to suggestions about boosting the pay of the lower-paid.

The nurses' review body has rejected the argument that it should be concerned about setting minimum pay levels in the service.

Perhaps more important to teachers is the problem of conditions of service. Pay review bodies do not usually concern themselves with detailed conditions of service. Teachers would still want some forum where they could bargain on such matters as maximum class-size, agreements on cover, and maximum time spent teaching in class.

Pay review is not the only system for isolating groups from the political arena. Police pay is linked to the rises in average earnings and fire fighters have a guarantee that they will remain in the top quarter of the manual earnings league. These two groups have had the highest percentage increases in the public sector in recent years.

As the teachers' industrial action illustrates, the unions won't surrender their traditional bargaining rights without a fight. Pay negotiations are central to the role of unions and probably the most important factor for individuals when deciding whether to join a union.

While pay review would mean rises for the unions in presenting evidence, the final award would be non-negotiable. What pay review does offer is a system that removes teachers from a direct battle with the Government. It would prevent what has happened in the latest pay round – teachers being caught in a three-way quarrel between unions, the Labour-led local government employers and the Conservative Government.

But there remains a possibility that, unless it is election year, the Government won't pay the award in full

Time and commotion studies

Educational virtue may have grown out of necessity at Braincote Hills primary school, Beeston, Nottinghamshire, where parents will soon deliver their verdict on a shortened school day.

The Bramcote Hills parents may give a clue to what will happen in many other parts of the country as the National Association of Head Teachers has just asked all its branches to give urgent consideration to whether there should be a change in the school day.

Changing the timetable at the Beeston school was agreed by the head-teacher, Mrs Pat Partington, the governors, staff and parents. They were anxious to restore the meals service after 18 months of sending children home at lunchtime.

Out went the 70-minute lunch-break for all 320 pupils; in came two staggered 45-minute lunch sessions, and the school day ended 40 minutes earlier than before.

"The children come home in the daylight in the winter. They are less tired and seem to be enjoying school as much as ever," says Mrs Lindsay Power, chairman of the governors.

Mrs Partington said: "Before industrial action, I had sufficient teachers willing to help at lunch-times. They withdrew and I had no teachers at all. I felt it was not safe to have all those children without sufficient teachers about."

Mrs Partington is a member of the NAHT, which has argued that a restructured school day can bring about a dramatic improvement in pupils' attitude to work, a decrease in vandalism and better discipline. Staff also have better opportunities for training and preparation of work.

THE TIMETABLE

James Meikle looks at the latest developments over changes to the school day

The association believes that changes could offer greater job security for school meals staff and supervisory assistants since shortened lunch-breaks give fewer opportunities for pupils to go elsewhere for lunch.

In Avon, the county council started consultations on changing the school day only when heads complained about the difficulties of lunch-time supervision.

This has helped create suspicion both in Avon, where reaction has been mixed, and other authorities which have faced similar difficulties either in getting paid volunteers from the community or in persuading heads that non-teachers can control large numbers of boisterous children.

Such questioning of motive is not new. Oxfordshire parents gave chief education officer Mr Tim Brighouse a hard time four years ago when he tried to reassure them that reorganizing the day was not a cost-cutting exercise.

In the end, some comprehensives changed their timetables, although nowhere nearly as radically as some suggested alternatives.

None of the present experiments involve scrapping lunch. The NAHT says that "natural fears" from parents about pupils returning home early have proved largely unfounded as it is easier for pupils to be cared for after school than at the beginning of the day.

Hard statistical evidence of improved performance by pupils is still missing although Mr Ken Saxby, head of Tideway comprehensive school, Newhaven, an early convert to a changed school day, believes it has been a factor in better examination results.

Six years ago Tideway had a curiosity value. Now teachers and education managers are keen to learn from its experience. The school day, once a conventional 8.50am to 3.40pm, with 75 minutes at lunch, now involves registration at 8.10am, start of lessons at 8.25am, a 25-minute lunch-break, and an end to formal school at 2.15pm.

Staff and parents were consulted from the start, children learned to organize their own lives – either within school-based activities after lessons or in the community – and vandalism in the town fell despite teenagers having more free time in the afternoons.

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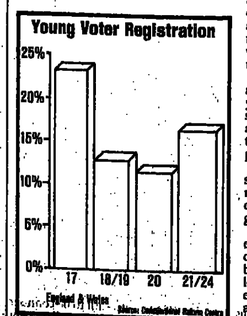
Ian Nash argues that the political parties – especially Labour – should be turning their attentions to making sure that young people vote

Before the losers in yesterday's local elections start moaning about political apathy, they should consider what they did to attract the thousands of young potential voters into the polling booth.

Roughly 2.5 million (6.7 per cent of eligible voters) were missing from the electoral register. More worrying, 23.9 per cent of 17-year-olds and 13.2 per cent of 18 and 19-year-olds are unregistered, disqualifying them from a vote in the general election.

It does not occur to thousands of parents that their children must be registered as early as 16 in order to qualify automatically for a vote at 18.

Labour, on the face of things, should be most alarmed because all political and independent polls show a massive groundswell in its favour among 18 to 24-year-olds.



The Labour Party has been slow to act, presumably because non-registration is greatest in areas of high unemployment which are usually Labour safe seats. There is also a sound psephological evidence to suggest that non-voting in that age group is crucial to an election result.

But this raises three questions: How influential are early voting habits or mature voting patterns? How much would a national surge of young voters for any party (in local elections) influence attitudes in a general election? And how significant is the fact that this is now a three-horse race?

Schools, with the support of publicity materials and a video from the Home Office, have made some effort to raise awareness among young people. The work is illustrated in the Constitutional Reform Centre report *Voter Registration: Problems and Solutions*, by Michael and Shelley Pinto-Duschinsky.

But, as the report shows, such efforts appear to have been made in only one school in three per district and the authors suggest that registration can be improved by training (non-party political) canvassers, paying people for canvassing, or launching a national publicity scheme.

Another method is to ask schools, colleges, and the Youth Training Scheme to supply the registration officer with names and addresses of 16 and 17-year-olds. But this has had only moderate success, as in Sheffield, where 100 young people asked to be registered.

More than party political issues are at stake. It has been argued that if young people feel a part of the political system, they are less likely to resort to anti-social ways. A youth who reads the question of the right to vote may provoke parents out of their lethargy.

The 1981 Office of Population Census and Surveys' figures for those missing from the electoral register suggesting a growing apathy.

All the statistics of political scientists of elections are based largely on the old two-horse race and, while it would be dubious to suggest that a campaign to lobby can affect the result of a general election, there is no doubt that it can affect things in marginal constituencies.

Testing questions

ASSESSMENT

Sue Surkes examines the Education Secretary's plans for bench-mark tests for children aged 7, 11 and 14

Testing times may indeed lie ahead if the Conservatives return to power and Mr Baker's battery of bench-marks are introduced into the nation's schools.

Teacher unions have made their opposition to the idea of testing at the ages of 7, 11 and 14 abundantly clear. Educational administrators and researchers have questioned the wisdom and practicability of the proposal. And yet testing at local authority level has been going on for years.

Research carried out in 1983 – the latest year for which figures are available – showed that 71 per cent of l.e.a.s had some form of standardized testing. The growth in the number of tests put out by the publishing industry, which is itself a barometer of education trends, suggests considerable agreement that some testing is an essential aspect of teaching and school management.

Used to gauge both attainment (achievement in a particular subject) and ability (potential for learning or performance), most of the tests currently used are bought from publishers, administered in primary schools and given to every child, rather than to a sample. Reading and language skills and maths tests continue to be the most widely used. Verbal and non-verbal reasoning exercises are also employed, but are thought to be less popular, tarred as they are with the brush of the now less fashionable IQ tests.

The purposes of these tests vary considerably, although they are not used to make poor performing pupils repeat a year and, as yet, do not seem to have been employed to root out bad teachers.

The London borough of Hillingdon has been testing all final-year primary children in maths and English since 1977 (the maths testing is done through coursework assessment alone). Devised with the help of the National Foundation for Educational Research, the tests provide secondary schools with information about pupils' strengths and weaknesses.

The Inner London Education Authority, which also tests at 11, uses reading and maths tests to gauge the performance of individuals, and verbal reasoning, to ensure primary youngsters are sorted into genuine mixed-ability classes at secondary level.

Surrey's scheme suggests not only clarity of purpose but also a determination to put test results to good use.

NFER tests are administered in the last year of first school and the third year of middle level to identify and monitor under-achievers. The results are discussed by each school's staff with the educational psychologist so that remedial programmes can be devised if necessary. "It's pointless testing hordes of kids unless you do something about it," said Mr Neville Adams, an area educational psychologist.

The perceived necessity for more "objective" pointers to performance seems to be gaining ground in some areas. The ILEA is examining the possibility of reading and arithmetic tests at the ages of 7, 11 and 14 to help diagnose problems and to assess whether schools provide the same opportunities to learn basic skills.

The authority most often cited as a front-runner in this area is the London borough of Croydon, which has attainment tests in maths and reading at 7 and 11, non-verbal reasoning at 9 and educational ability scales in science reasoning, symbolic reasoning and clerical aptitude at 14. "Parents have two questions to ask which the education service has to answer," said Mr Donald Naismith, the authority's director of education. "How well is my child doing in relation to his or her ability? And how well is he or she doing in relation to his or her peers?"

As part of a move towards producing a profile for each child in all areas of the curriculum at these ages, the authority plans to introduce tests in other subjects and to link them closely with specified curriculum guidelines. The NFER has been engaged to advise on what can be expected of different children at different stages of development in other main areas of the curriculum. "We are novices," Mr Naismith said. "We do not pretend we have any answers, but think we are working towards better questions."

Many teachers, however, seem less enthused. Mr Graham Cluer, secretary of the Croydon branch of the National Association of Schoolmasters/Union of Women Teachers, said his school had been obliged to drop useful tests to make way for others set by the authority.

"I know of a number of schools where no use is made of the results, where they are put in a drawer and forgotten about," he said. "I'm not aware of any that actually use the results of the tests."

It is difficult to say what Mr Baker or his successor will borrow from local models because so little is known about the kind of system he wants to introduce. But the fears are that his national system will differ from local practice in two fundamental ways – by allowing tests to shape the curriculum and teaching in the kind of restrictive way that brought the 11-plus into disrepute, and by inflating the importance of test scores rather than treating them as snapshots.

Mr Baker has talked in terms of tying tests to a specified curriculum but has not decided whether the tests will be applied to every child. It is believed he will go for criterion-referenced tests, which focus on the individual, as opposed to norm-referenced tests, which compare a child's performance with that of others of the same age and are popular with the l.e.a.s. (In view of its attempts to introduce criterion-referencing at 16-plus, the DES would look rather silly if it opted for anything else).

Beyond that, several questions are being asked. How, for example, will the Education Secretary approach the tests? Will he select the bench-marks (using HMI documents, for example) and allow l.e.a.s to devise their own tests? Or will he opt for something tighter and more prescriptive? How will he make sure that a range of hidden variables are taken into account? "You can't consider national testing unless you have national standards of provision," a spokesman for the National Union of Teachers warned.

What, more importantly, will the purpose of the testing be? The aims, experts point out, must be made crystal clear if a test is to be appropriately designed and the results useful. He has stressed that his attainment targets should not result in an "unduly narrow approach to teaching and learning" and has said "we do not want teachers to teach only what is testable". But if the raising of standards is a primary aim, then he has not spelt out how and why standards should rise without a system which focuses teaching and learning on the test.

It is known that Mr Baker believes teachers and pupils perform better if the goals they are supposed to aim towards are made explicit. If this is the main purpose of his scheme, then it is a logical, although not necessary, step to tie a national curriculum to testing. If it is accountability to parents that matters most, one may well ask how he proposes to get over the sorts of problems that l.e.a.s have experienced in trying to explain the meaning of test scores to parents.

"Parents have to ask for their results because we've been agonizing over how we can intelligently and reassuringly convey this very difficult information to them," Mr Naismith said. "Teachers are concerned that comparisons will be made which are misleading and hurtful."

The complexity of the tests will depend, of course, on what it is that Mr Baker wants to test. For there is a world of difference between asking what a pupil has *done* and what he or she *can do*. It might be enough for parents to know their children have been exposed to Pythagoras' theorem or *Animal Farm*. It becomes more difficult when one asks what it is about the theorem that pupils ought to understand and which elements of this understanding youngsters of different abilities ought to be expected to grasp.

Mr Baker has said it will be necessary to determine "clear and challenging attainment targets" that should "allow for variations in ability" and to define the "essential content, skills and processes" of what has to be covered and taught in each subject. Will teachers be expected to sort children for any kind of differentiated test at the age, say, of seven? And is such differentiation feasible?

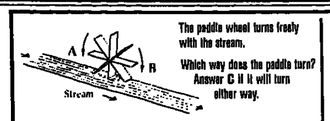
"If you talk about different goals and having five to eight grades of targets for any age group, which is what they are trying to do at 16-plus, then you are into a technology that we do not understand and we can't claim is up and working," Professor Desmond Nuttall, the ILEA's director of research, said. "We do not know how to specify satisfactorily differentiated goals and we do not know how to assess their attainment."

It was unreasonable to state a set of goals that all 11-year-olds should reach unless they were stated at a very basic level, he added. The dangers of a go-for-basics approach were that effort would be concentrated on the less able while the more able were left to their own devices.

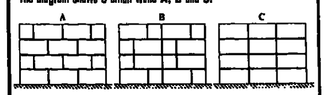
But if the details of Mr Baker's proposed programme are causing brows to furrow within the educational world, it seems his public relations message is winning some support outside.

Parents may welcome the opportunity to judge the performance of their children – despite the reservations expressed by some of their representatives.

As one mother said last week: "I would like to know that my daughter is keeping up in school and that the school is doing what it should in relation to other schools. I would like them all to share the same curriculum too."



The diagram shows 3 small wells A, B and C.

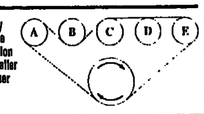


Which well is the strongest?

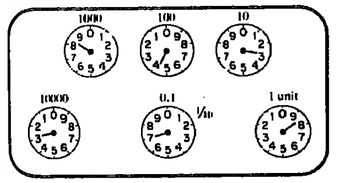
This is a test of filing, that is putting names into alphabetical order – like in a class register. You have to put the names in the correct alphabetical position. Sometimes the first letter is the same, and then you must put them in order by using the second letter. Here are some examples for you to try:

Smith:	Peters	Quilly	Ryan	Thomas
Miles:	Masters	Merton	Moore	Muir

Six rollers are turned by a rubber belt. If the large roller turns in the direction shown, which of the smaller rollers is turning the other way round?



What is the correct reading for this electricity meter?



A. 38529.6 units B. 28428.7 units C. 38438.7 units

This bar chart shows the amount of rain that fell on an English town one year. Using this chart only, which of A, B, C, D or E could you reasonably say?



A. December was the warmest month
B. The wind was the same in August and September.
C. There were most tourists in July.
D. This was the wettest February for many years.
E. October and May had the same amount of rain.

Your starter for 10 . . . some of the mechanics, science and clerical aptitude questions that 14-year-olds in Croydon are asked to answer. The questions are taken from *Educational Abilities Scales: student's book*, published by Nelson.

THE UNIONS

Who controls the NUT? Richard Garner looks at the composition of the union's executive as the battle over negotiating rights resumes

Seasoned analysts of the National Union of Teachers may be a little bemused as they read their morning newspapers about the union's internal wranglings.

According to the press pundits, a "right royal battle" went on between the moderates on the union's executive and the militants in the conference hall throughout their recent conference.

One newspaper even managed to refer to the row over the decision to expel or suspend eight leading officers of the union's left-wing inner London branch as a scrap between the "right-wingers" on the executive and the "left-wingers" who lead the 13,500-strong Inner London Teachers' Association.

Of course, it all depends upon what your political perspective is – but the coverage might well have raised the question among the apolitical majority: are these right-wingers and moderates the same people whom Mr Kenneth Baker says are hell-bent on running a militant campaign to wreck children's education?

The truth is that the executive of the NUT moved to the Left three years ago when a third of its members retired from union office at the same time – and paved the way for the election of a number of newcomers. As a result, the executive's affairs became controlled by a caucus called the Broad Left – previously a secretive organization which worked within the union executive, but which now organizes in branches up and down the country and holds a couple of conferences every year.

The Broad Left – not to be confused with organizations of a similar name operating in other unions which act as a front for the Militant Tendency – can now bank on the support of about two-thirds of the executive.

Its members could probably be best described as the "Kinnockites" in the Labour movement and their fellow travellers. It also numbers Communists and ex-Communists in its midst.



The political complexion beneath the make-up

It wants to keep open the door to talks on the national curriculum in order to try to influence Mr Kenneth Baker's plans for bench-mark tests at 7,11 and 14. It has not ruled out the possibility of devolving financial management to schools and is in favour of relentlessly pursuing the campaign against the removal of negotiating rights – but at the same pace as before.

It believes the union should adopt a forceful presence during the coming general election campaign – and produce a manifesto for education which may not be a million miles away from the Labour Party's election manifesto.

Many of the union's key figures are members – ex-presidents Mr Gordon Green, Mr Bob Richardson and Mr Don Winters, to name but a few.

The largest opposition group on the floor of the conference chamber is the Socialist Teachers' Alliance – whose members in the main come from those who supported Mr Tony Benn in Labour's deputy leadership battle of 1981.

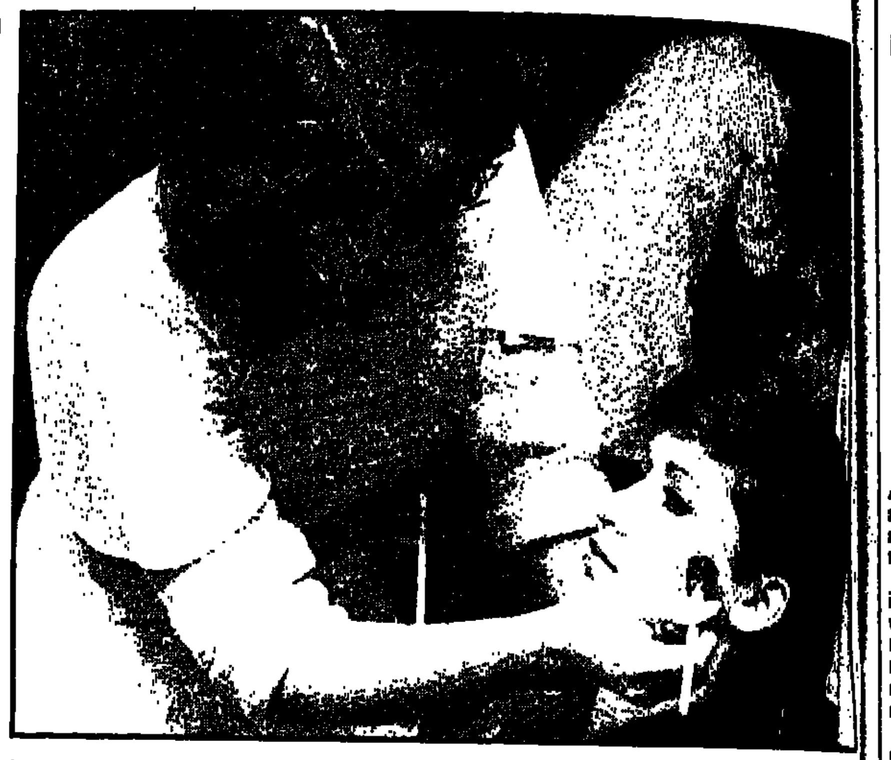
Occasionally, STA motions win the support of conference – such as the spectacular defeat of the executive on an amendment committing the union to outright hostility to the tests (admittedly, the executive speakers against that amendment – the normally-persuasive Mr Green and Mr Peter Griffin, another ex-president – were less than dynamic on that occasion.)

The STA holds sway in a number of branches – inner London, City of Leicester, Ealing, for example – and has been growing in influence since it took over the mantle of the main opposition voice in the conference hall from the then ultra-Left Rank and File.

However, whether it will gain more of a stronghold in the union nationally remains to be seen. The union holds elections for its executive once every two years – and the next election battle will be launched in the autumn.

TES correspondents report on the nadirs and zeniths of vocational training schemes

Century-old 'dustbin' gets big spring-clean



Face of change: adjusting to the world of work

French technical schools are celebrating their centenary this spring and opening their doors to the public in an attempt to improve their poor image. Parents are reluctant to let their children leave mainstream general education at 13 or later for one of several hundred technical and vocational courses on offer.

Despite the long tradition of school-based technical education and job-training, and continued Government efforts to improve their standing, technical schools are still regarded as a last resort for the less able.

Under-achievers can no longer be ejected from ordinary lower secondary schools at the end of their second or fourth years and sent to vocational schools without parental consent. About 20 per cent of second-year and 30 per cent of fourth-year classes are switched to technical or vocational schools.

Parents can appeal against the school council's decision or ask for their child to repeat the year in the hope that marks will improve enough to enable a move up to the next class. More and more are doing so in an effort to avoid the dreaded *orientation* into technical education. Last year, approximately 15 per cent of second and fourth-year pupils stayed down, compared with 9 per cent in 1961.

Mme Nicole Catala, the junior minister for technical training, regrets French technical education is "unloved and little known".

FRANCE

She said: "It's a valuable tool which prepares pupils for a huge diversity of professions from lower-secondary through to university level. Its originality lies in the deliberate combination throughout of general studies, technical education and practical applications."

The basis of the education system is a national, hierarchical network with plenty of problems but also some big successes to its credit. At the top of the pyramid are the élitist *grandes écoles* which train top-ranking engineers. Underneath them are engineering schools and 66 highly successful technical universities – *instituts universitaires de technologie*. Similar to polytechnics, these were created in 1966 to provide less highly specialized diplomas than the post-baccalaureate *Brevet de Technicien Superieur*, a left-over from the old system, whose products continue to be snapped up by employers.

Technical education for schoolchildren in the state sector alone is shared between 1,172 technical *lycées*, 1,350 vocational schools and 482 apprenticeship training centres. The brightest of the pupils who have been "orientated" into technical education begin preparing for a technical baccalaureate during the fifth year in secondary, at the age of 15 or older.

Holders find that highly-coveted places in the technical universities often go rather unfairly to candidates with a general, mathematical baccalaureate – who also monopolize entrance to the *grandes écoles*. Some then enrol in ordinary universities where they do less well than their contemporaries who have remained in general education.

But they are luckier than the under-achievers who are "orientated" out of general education into "short-cycle" technical education and sent to a vocational school – *lycée professionelle* – at the end of the second or fourth year in secondary, when they are 13 or 15, or older.

These schools – often called "educational dustbins" – can be a second chance for some. But, all too often, lack of availability means pupils cannot choose their speciality and end up in office skills when they wanted catering or hairdressing.

Courses are being revised, but many are still obsolete like most of the machine tools, and teachers are out of touch with industry. Neither the *Certificat d'aptitudes professionelles* (roughly equivalent to City and Guilds), nor the slightly more advanced *Brevet d'Études Professionelles* lead to jobs any more.

A few vocational schools are now offering a brand-new professional baccalaureate, closely geared to industry's needs, but the standard will be higher. It will be out of the reach of most of the 15 per cent of each age-group who are judged unfit even for vocational school and sent to apprenticeship centres which are right at the bottom of the technical education pyramid.

Present Government policy aims to enable free upward movement at all levels for those who can progress, with more so-called "footbridges" or special classes back into general education. There is a definite move away from early specialization towards general education.

Mary Foll[illegible]

Kohl's new lieutenant afire with optimism

Chancellor Helmut Kohl's new Education Minister, Herr Jürgen Möllemann, has begun his period of office by presenting a positive balance sheet on the state of vocational training in West Germany.

He announced in Bonn this spring that the younger generation had good reason for optimism and confidence in the future. The number of youngsters without training places had been significantly reduced and the shortfall between training vacancies and demand had been halved in the past 12 months.

By the end of 1986, according to his report, 96 per cent of the 713,000 applicants for training had been accommodated. Many employment sectors showed a surplus of training

WEST GERMANY

vacancies – especially in technical professions such as the engineering, food and building industries – but there was still a shortage in white-collar areas.

The Minister also acknowledged that some regions, such as the Ruhr, were suffering from structural weaknesses affecting training and that specific groups of young people, such as female school-leavers, faced disproportionate problems in finding vocational vacancies.

Both industry and government, he said, must continue to make every effort to meet the training demand, which this year is expected to comprise around 700,000 applicants.

Herr Möllemann's optimism is not wholly shared by the Trade Union Federation, which rejected his assumption that the gap between supply and demand in training would gradually narrow. Unlike the Government, the federation includes in its figures young people currently on "career preparation schemes" because they failed to find any other sort of training.

According to the unions, there are now more than 200,000 young people without vocational training of a type leading to qualifications. The federation repeated its demand for a special levy on industry to help finance the vocational sector, especially for disadvantaged groups such as girls, immigrants, special-school leavers and the young disabled, whom the unions believe are still denied quality of opportunity in training and employment.

Herr Möllemann's report did not confine itself to an assessment of the training legacy left by his predecessor in the Education Ministry, Frau Dorothee Wilms, but outlined areas of special emphasis in future training policy.

The Minister said he intended to reinforce the dual system of vocational training – under which responsibility for training is shared between firms or organizations and day-release vocational institutions – by boosting its competitiveness with full-time vocational schools.

More student places pledged

Pupils from Malaysian technical and vocational schools will be given greater opportunities to pursue higher education courses this year, according to Haji Bujang Ulis, the deputy education minister.

He said the Education Ministry had decided to implement a new scheme that would make technical and vocational students eligible for diploma and degree courses in the country's universities.

Until now, students who had obtained the *Sijil Pelajaran Vokasional Malaysia* – the Malaysian certificate of vocational education – have had very limited opportunities for furthering their studies. Only a small number were allowed entry to diploma courses, and then solely polytechnics.

Parents have been reluctant to send their children to technical and vocational schools, because of the lack of opportunities for progression to higher studies and the increasing level of unemployment among students.

MALAYSIA

Given that Malaysia's higher education system is capable of accommodating less than half of the school-leavers annually eligible for higher education, there is much speculation from educationists on how the extra campus places are to be made available, and whether the Ministry will be able to keep its promise.

In recent years, it made similar pledges when encouraging parents to put their children on combined arts and science courses in the secondary schools, only to turn its back on the complaints of bitter parents and teachers who found the universities did not want students with combined school-leaving certificates.

Proposals for creating an Open University are again under Government review, but the indications are that it will be some time before a decision is made. Such an innovation has been under consideration for several years now, and the Government has been strongly criticized for dragging its feet on the issue, and for its repeated refusal to sanction the setting up of private universities at a time when unemployment among the 17-22 age group is at record levels.

There are currently around 15,0[illegible] students attending Malaysia's [illegible] vocational schools and 6,000 at its [illegible] technical institutions.

Geoffrey Parkin[illegible]

Kaunda plea for massive job creation

ZAMBIA

Youth unemployment in Zambia has now reached two million, and President Kenneth Kaunda has called for the formation of labour-intensive projects to employ jobless school-leavers.

The University of Zambia has been contracted by the Government to carry out feasibility studies into the establishment of work programmes nationally. In the meantime, the Ministry of Youth and Sport is running skills training centres in rural areas – but they only benefit 37,500 youngsters.

Because of present economic problems, the Government's budgetary allocations do not meet the needs of unemployed teenagers. A number of non-Government organizations, such as the Christian Council of Zambia, the West German Volunteer Service and Africare have also set up skills training centres with Lusaka's support.

The President has reiterated his call for young people to go back to the land and spearhead an agrarian revolution. But there could be no development without peace or if people resorted to destructive activities such as "the senseless orgy of destruction during the recent riots which rocked the copperbelt and spilled over to the Midlands".

Dr Kaunda added: "That tragedy will go down as one of the saddest chapters in our history."



Making connections: trainees at railway engineering college

Cashing in on false hopes

JAPAN

Some Japanese private vocational schools are apparently playing dirty to attract students.

According to the Government's Management and Co-ordination Agency, some special training schools are making false advertising claims about the career openings that await graduates, suggesting they can walk out as qualified nurses, cabin crew for foreign airlines or quantity surveyors.

Special training schools, a category created in 1976 to improve vocational instruction opportunities, now total an estimated 3,000, with the number of enrolled students nearly 600,000.

The schools have become particularly popular in recent years, and have outstripped two-year junior colleges attended primarily by women. Other misdemeanours covered by the agency among the [illegible] public and private schools surveyed recently include high drop-out rates, fewer students than required to run classes, unqualified teachers at [illegible] schools, and over-enrolment at [illegible]. Publicly-run institutions were not found to be at fault.

Barbara Casass[illegible]

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Crime rate surprises Party

CUBA

Pat Smith on schemes for disaffected youth

A sharp rise in juvenile delinquency and classroom discipline problems has alarmed the Cuban Communist authorities.

Petty crime involving minors has increased in recent years, particularly with the influx of consumer goods in the so-called "dollar" shops to which the average Cuban citizen has little or no access except through the black market.

Police, education and government officials, community and women's organizations recently joined forces to head off growing disaffection among young people.

Their work through the newly-formed prevention and social welfare commissions is directed at identifying potential delinquents in schools – those pupils with conduct problems – and talking with their families.

Preliminary projects have also included trying to reincorporate youths who have dropped out of school and to encourage pupils with bad records to use their free time more constructively by giving them greater access to sports and cultural centres.

The Communist Party in Havana has conducted its own block by block survey of adolescents to detect those who are neither attending school nor working and who may be potential young offenders.

The issue of socially-unacceptable behaviour among young people nurtured on the revolutionary ideals and values of Communist Cuba has aroused debate as to whether school or family is responsible.

Many young offenders come from broken homes, but there is also surprising evidence that many youths in jails today are the children of people with good revolutionary records.

Sra Vilma Espin, National Commission chair and politburo member, lashed out at a recent meeting at parents who were Communist Party militants or good workers, but were not looking after their children properly.

Under the new system for detecting problem children in schools, if the parents fail, for example, to make sure their child attends school, and on time, their workplace will be informed in the last instance.

Sra Zoila Benitz, Havana Provincial Education Director, admitted that 80 per cent of the problems among young people are related to school.

The state is reviewing resources for reform schools and re-education centres. Sra Espin has urged the Education Ministry to consider sending the best teachers to work in these schools.



Voice for democracy: University students march through the streets of Peking earlier this year.

New freedoms may not quell demonstrations

CHINA

Geoffrey Parker on a lenient response to student protests

Students should have a bigger role in the management of their universities, says the man described by official Peking sources as China's most influential thinker on education.

Mr He Dongchang, Vice-Minister of the State Education Commission, said that while university presidents and teaching staff should remain largely responsible for administrative and academic decisions, a bigger say for students in "democratically managing campus life" would, in the long-run, help universities to improve their work and students to improve their abilities.

His advice to universities has been prompted by student demonstrations earlier this year. Mr He stressed that in the present climate students should not fear repercussions for saying what they think, provided their opinions, "including criticisms of Party and government work" are expressed in a normal way. There would be no victimizing of those who have said something wrong, he said.

In bringing students and educators closer together, it was necessary to open up "democratic avenues" to allow students to air their views and swap their opinions "without misgivings". Therefore, students should be encouraged to concern themselves with state affairs, and to engage in a continuing dialogue among themselves and with teachers and other professionals, Mr He said.

Pursuing a high degree of democracy, he said, had to involve a gradual process "circumscribed" by people's educational level and political experience. But the process had to be orderly and within the framework of the constitution and law.

He said that the university authorities have evaluated their work, and striven for improvements in the political and ideological fields, as a result of the student demonstrations. From now on, students will receive some legal knowledge, which emphasizes the spirit of the constitution and the notion that the "dignity" of the constitution should not be "encroached".

The guidelines should be to uphold the "four cardinal principles" (socialist road, people's dictatorship, party leadership, and Marxism-Leninism and Mao Tse Tung thought), to persevere in reform and opening to the world, and to maintain social stability and unity.

The vice-minister said that university and middle-school students needed to get in touch with society outside the institutional environment. Education should be "integrated with real life and physical labour", so that young people could proceed with practical and realistic ideas.

Mr He said that if the students who were involved in the protests gave a good account of themselves from now on, they would regain people's trust and be given jobs after graduating, despite their past mistakes.

"It doesn't matter if someone makes mistakes or even repeats them for a while. But if a student is a trouble-maker and refuses to mend his ways, he is actually making things difficult for himself," he said.

Mr He's lenient approach may be sorely tested, as some student activists are talking about staging a fresh wave of protests. If there are further demonstrations, one thing is almost certain: to safeguard his own political career, acting Party Secretary Mr Zhao Ziyang will have no choice but to deal with the students far more firmly than did his predecessor Mr Hu Yaobang.

Merit system rubs away at morale

UNITED STATES

Bill Norris looks at how teachers are adjusting to assessment

Teachers are having second thoughts about a pay deal that seemed good at the time. For agreeing to a long-term system of payment by merit, teachers in Fairfax County, Virginia, were awarded across-the-board pay rises of 12.1 per cent this year, and 8.8 per cent in 1988 and 1989.

But that was in the past. For the present the evaluation of teachers has begun, and not everyone is getting good marks. Realization has dawned that automatic pay rises based on seniority will soon be a thing of the past, and some teachers may even lose their jobs.

Suddenly, payment by merit does not look so attractive. Teachers have complained that the evaluation methods are unfair, and their morale is said to be plummeting.

Similar problems have arisen in Charlotte, North Carolina, where a teacher evaluation programme is already in place. Charlotte is a non-union town, and beginning teachers who used to get tenure after three years now receive between four and six years of intensive training and evaluation before qualifying for job security and a $2,000 (£1,200) rise.

The classroom evaluations, as many as 16 a year, cover time management, pupil behaviour management, lesson presentation, instructional monitoring and feedback to pupils. Teachers are graded on a six-point scale, and even those who qualify for merit rises often find the explicit judgements devastating.

In some respects, the North Carolina scheme is easier on the teachers than that proposed in Fairfax. For veterans, the evaluation is voluntary, with no suggestion of punishment for ineffective teaching.

Nevertheless, they too are complaining about damaged morale and loss of self-esteem, and most think the system should be discarded. In a recent poll, only 10 per cent said they liked it.

Like it or not, teacher evaluation in the United States seems to be here to stay. It formed a major recommendation of the highly-regarded Carnegie Forum Report, which last year proposed major changes in the management of American schools. This week two states – California and Connecticut – announced that they were close to a pact that would allow them to share funds and staff to create new teacher assessment in 25 subject areas by 1990.

The move is being seen as an important step towards a national certification board which would licence teachers and set professional standards. Both Connecticut and California are expected to make use of the research on teacher assessment now being carried out at Stanford University, paid for with an $800,000 grant from the Carnegie Foundation, and more states are being asked to join in the consortium.



Explicit judgements are often found devastating.

Mohammed Tikly talks to Huw Richards about non-racial education

Laying the ground for liberation

Creating a new education system to replace one rooted in apartheid will be a priority for any new rulers of South Africa who might displace the present regime.

And while the African National Congress continues to give primacy to the political and military struggle, it is also constructing an institution that might serve as a blueprint for a new non-racial education system.

The Solomon Mahlangu Freedom College (SOMAFCO), named after a Soweto student executed in 1979, has been operating in Tanzania since last year – initially as a secondary school for students exiled after Soweto's 1976 uprising, but now incorporating nursery, primary, adult and vocational education.

Mr Mohammed Tikly, director of the college, was an economics and sociology teacher in the Inner London Education Authority and from 1979 to 1982, co-ordinator of Haringey's multicultural education support unit. He said: "The role of education in liberated South Africa will be to create a new kind of South African – a non-racist democrat dedicated to social justice. We need to instil new values and new attitudes so that we can build a new South Africa."

The Bantu education system – one of the grievances sparking the Soweto rising – is dismissed as "education for subservience". Mr Tikly points in particular to the lack of maths, science and English instruction, and history courses designed to prove the validity of apartheid.

Instruction at SOMAFCO is in English: "When liberation comes, we will need a common language as a uniting factor," Mr Tikly says. Afrikaans, peculiarly identified with apartheid and with little international usefulness, is clearly a non-runner. Introducing African languages into the secondary curriculum is planned.

Maths and science are prominent in the curriculum, along with history and culture courses that emphasize the heritage and struggles of African people. Maths, science, geography and English exams are taken with the University of London Board, and the Royal Society of Arts validates typing. The ANC's own examination board runs social science exams.

Adult education trains in literacy and a new vocational training section has just been opened. As SOMAFCO aims to be as self-sufficient as possible, pupils also assist in running the farm on their 320-acre site at Morogoro.

Sixty-three staff teach some 800 pupils in six sections: nursery, primary, secondary, adult, vocational and the Ruth First Orientation Centre where new students spend some months adjusting to the traumas of exile and separation. Nobody is ever turned away, and new waves of exiles arrive frequently.

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LETTERS

Mixed reactions

Sir – Recent articles and correspondence have drawn attention to the influence medical schools have on the science curriculum. In particular, I H Stevens (*TES*, April 17) suggests that either a neutral or "a positive response" has been given by medical schools to dual-certificated examinations in science at 16-plus. This observation is at best misleading and simplistic, and at worst downright inaccurate.

Establishing the credibility of dual-certification is not, of course, a new concern for the many schools that have pioneered such courses at O level and CSE. At Stantonbury Campus, where dual-certification for all has been established for some years, we have carefully documented the replies of the various medical schools to candidates with these qualifications. Reactions have varied widely, but the responses to the inquiries that we made to all the medical schools in 1986 show that Ian Nash's fears (*TES*, April 3) are, in most cases, more than justified.

In general, applicants to medical school are required to study three A levels, one of which must be chemistry. For those studying the three sciences, perhaps the most common combination for aspiring medical students, 16-plus qualifications are not of great significance. However, where another combination is chosen – for example, physics, chemistry and mathematics – most medical schools insist upon biology at O level and are not prepared to accept the appropriate dual – certificated course as a substitute.

A similar pattern exists if A level studies exclude physics. So much for a less specialized education post-16 or for the opportunities available to those young people who develop an interest in medicine when already embarked upon their A level courses.

The attitudes of the medical schools, and we should recognize the efforts of the more enlightened minority, must surely be of grave concern, not least to the DES. How is it possible – and is it acceptable – for the demands of the medical schools to vary so widely? If there are differences in degree courses, then the responsibility lies with higher education, not schools.

What is the relationship of pre-16 education to post-18 study? Where a biology syllabus may be both taught, and now assessed, as many as four years before entry to higher education, it really is a nonsense to claim any relevance to undergraduate studies.

Finally, there is the wider issue of science-for-all. Is it reasonable for the school curriculum to be dictated by the perceived needs of a tiny minority of students?

JOHN WILKINS
Co-director
Stantonbury Campus
Milton Keynes, Buckinghamshire

CREST quest

Sir – I was pleased to note the prominence given to a news item on CREST awards in Surrey (*TES*, April 17). I wish, however, to clarify a number of points.

First, it is important to note that the CREST award scheme, developed and piloted by the Surrey Science and Technology Regional Organization (SATRO), with support from the British Association for the Advancement of Science (BA) and the Standing Conference on Schools' Science and Technology, is available throughout the UK as a national SATRO activity.

Second, CREST awards are available for work within technology, computing, and electronics as well as science. Moreover, CREST project work has already proved to be an important stimulus for breaking down traditional subject boundaries and encouraging cross-curricular application of knowledge and skills.

Third, CREST dovetails with the existing British Association Awards for Young Investigators to provide a continuous assessment ladder for project based, process-led activity, from 8 to 18-plus.

This latter point was fully appreciated by groups of teachers attending the recent Scottish regional meeting of the Association for Science Education, who identified the potential bridging value of CREST for young people entering secondary education. For them, CREST would like primary science and technology to work in S1, S2.

Work for a CREST award may be undertaken by young people of wide-ranging ability. The scheme aims to encourage a high level of participation in the application of science and technology, particularly at the start of secondary education.

I echo the remarks made by Mr Goodfellow concerning the importance of this type of experience as one means of encouraging longer-term involvement of young people with the worlds of science, technology and industry. It is encouraging that schools in Scotland, Wales, Northern Ireland and England are currently engaged in CREST activity.

ALAN P WEST
CREST national co-ordinator
Fortress House
23 Savile Row
London W1



Electronics: included in scheme

Thought-shapers choose to forget memory training



Sir – Paul Johnson's question: "Why do we now deprive our young of this harmless and useful skill (memory)?" has been formalized by the GCSE where "skills" and "process" learning are to replace "product".

Sir Keith Joseph stressed this but he alone is not to blame. In more than 20 years 'continuous teaching experience I have met one supercilious HMI, many advisers and headteachers who have all looked pityingly at me when I have said that skills-based work is a waste of time if the pupils' brains don't have any facts or knowledge to crunch up and digest.

Paul Johnson has rightly diagnosed one of the great weaknesses of child-centred learning in which teachers are expected to draw on the pupil's experience when in many cases all they have is television and the occasional family holiday. I would go as far as to say many of the educational opinion-makers have gone out of their way to discredit a process by which many of them must have been taught in the 1940s and 1950s.

RICHARD WATSON
152 Windy Hill Lane
Marske-by-the-Sea
Cleveland

Mind gains

Sir – Rarely have I read such an illuminating article as Paul Johnson's lament upon the neglect of memory training. I must thank him heartily for it. I would like to show my appreciation by offering him three pieces of what I regard as exceptional wisdom which he can file away for future reference:

"*A strong memory is commonly coupled with infirm judgement*" (Montaigne).

"*Nothing is more common than a fool with a strong memory*" (C C Colton).

"*A great memory does not make a mind, any more than a dictionary is a piece of literature*" (John Henry Newman).

DAVID THOMPSON
98e Ramsden's Avenue
Cornilburrow
Milton Keynes

Derisory offer

Sir – There would seem to be a vindictive element in the derisory and penny-pinching offer made by the employers on the Soulbury Committee to educational psychologists.

For about 12 years, the tacit link established between the salaries of teachers and those former teachers who moved into advisory and psychological service work were regularly confirmed.

Since almost all those concerned were trained graduates with teaching experience, it made total sense to establish a common "spine" of salaries.

Most of the changes in education which are introduced either locally or nationally have repercussions for advisors and psychologists and it is absurd to suggest that an imposed list of contractual duties, most of which good teachers would probably have accepted without query in better times, is adequate reason to offer a new and apparently quite arbitrary set of lower salaries which are not backdated and which are to apply, it seems, for more than 12 months.

With the current emphasis on quality in education, it is ironic that the only group of individuals being recruited who are required to have good honours degrees, teacher training and experience and post-graduate qualifications should be treated in this way.

After 12 years, how odd that the employers should suddenly decide that psychologists with their already very limited career structure do not even deserve that element of the Baker package that represents "slippage" in the salaries paid to teachers, advisers and psychologists over that period.

The increased responsibilities flowing from the 1981 Education Act, for example, are ignored and the effects on morale apparently discounted.

It would seem that the bitterness engendered by the protracted dispute over teachers' pay and conditions is now to be generated in another section of the education service.

B R PERRETT
Mere Lodge
Great Barton
Suffolk

Support talk

Sir – I was disappointed to read that Victoria Neumark (*TES*, April 17) thought that an element of the Samaritans' recently launched educational package *Time to Talk* was "appalling".

The Samaritans exist to try to help people for whom life has become too much to bear. We do this in the main by offering space and time and emotional support to those in distress. We believe that this is fundamentally important in developing a relationship of trust and confidence on which can be built the foundations of ability to cope to terms with and overcome their difficulties.

We can offer a dimension of care that other organizations may simply not have the time to give. However, we do, at the same time, understand and recognize the need for the more practical support that may be available elsewhere. We certainly do not take the view that we have a monopoly on caring.

It is not at all unusual for us to learn those who get in touch with us become aware of and understand the range of options that may be available to them in solving their problems; but we are not, and never have been, a clearing house simply to pass people on to other organizations. This applies as much to children as it does to adults.

As far as the video itself is concerned, it is encouraging to see that Ms Neumark recognizes that the film is deliberately designed to raise questions at the end of each scene to prompt discussions in class where they will be properly supervised. I think it a great pity that Ms Neumark was "appalled" by the fact that we "can wave a magic wand but can offer a place to come and talk", and believe that when put into the context of the full pack and its objectives, this scene is anything but appalling.

SIMON ARMSON
Assistant general secretary
The Samaritans
17 Uxbridge Road
Slough

Changing courses

Sir – Tim Brighouse (*TES*, April 24) has once again hit the nail on the head. The Government's attitude to education is a mass (?mess) of contradictions. Giving more power to heads and governors was one theme running through the 1986 Education Act yet, despite heads' protests, local education authorities were given the power to instruct a school to take back a suspended pupil.

A clause to allow an appeal was inserted only after vigorous representations. So much for more power to heads and governors.

The Act is no sooner passed than we get new policies indicating a change of course. We are to have a national curriculum, effectively withdrawn, the power over the curriculum given to heads and governors.

And now we are to be given grant-related autonomy. Over what, one wonders? By the time it is implemented will there be prescribed texts, forbidden films and nationally determined staffing ratios?

It would seem that what Mr Baker gives with one hand he takes away with the other.

M J WALKER
Headmaster
Buxton College
College Road
Buxton, Derbyshire

GRIST concern

Sir – I share the concerns expressed by Professor Mittler in his article "From Warnock to GRIST", (*TES*, April 24).

I was tutor to one of the first of the new genre of one-term courses in special educational needs in the ordinary school offered by West Midlands College of Higher Education in association with eight l.e.a.s.

As a teacher-fellow I was party to the close collaboration which existed between the l.e.a.s and the providing institution.

Without such co-operation, [illegible] particular course would not have been possible.

Under the direction of Colin Smith of the University of Birmingham, I am currently undertaking an evaluation of a number of these courses and all my findings to date indicate that they are giving "value for money" to all concerned.

They are playing a vital role in the overall pattern of provision on INSET within many l.e.a.s.

However, they are not, nor were they ever intended to be, a substitute for a one-year full-time course of study but they do provide a comprehensive, taught programme while ensuring that there is a reflective time for the development of school-focused projects.

A special needs one-term course is run every term at West Midlands College of Higher Education since September, 1983.

It is ironic that the establishment of GRIST funding has meant that, for the first time since its introduction, there is not a course running this term!

MARY NEWTON
Head
Learning Support Service
The Limes
Littleton Street, West Walsall
West Midlands

LETTERS

Society offers little to special needs school-leaver

Sir – Stan Segal expresses many of the apprehensions felt by those of us teaching the most profoundly handicapped children in our society ("Down with slogans", *TES*, April 24).

As more of those pupils who formed the traditional special school population take their rightful place in mainstream schools, many of our schools for children with severe learning difficulties are experiencing a significant change in the nature of their pupils. Medical advances have ensured that far more children whose handicaps are multiple and complex, and who require adult intervention for even their most basic needs, are forming a greater proportion of the special school population. Many of these children are now approaching school-leaving age in a society ill-prepared to meet their needs.

Professor Segal rightly indicates a need for change in post-school provision, and an extension of education to meet the post-school needs of these profoundly handicapped young people. The attention which he gives to the nonsense of school-leaving age may well be at the hub of any debate which will follow. Such reforms will inevitably take time, but I would suggest that two immediate concerns should be confronted without delay.

First, we should ensure that social services throughout the country honour their obligations to school-leavers who have complex and profound handicaps by improving facilities for continued learning within the adult training centres. Many ATCs are sadly lacking in such provision.

Second, we must urge the Government to implement the seemingly forgotten 1986 Disabled Persons Act which would make significant inroads towards a better future for this section of our population.

As ever, Professor Segal indicates a need for fundamental reform within our society to meet the basic human rights of handicapped people. While we may differ in our opinions as to how this may be achieved, we are surely in agreement that we still have some distance to travel to ensure that the most vulnerable members of our community take their place in an open society.

RICHARD ROSE
Headteacher
Wren Spinney School
Westover Road
Kettering
Northants

Future care

Sir – For many years now, Professor Stanley S Segal has expressed deep concern for the facilities available to those with multiple or profound handicaps.

At the annual conference of the National Council for Special Education held at Queen Mary's College, London, the national committee commissioned a working party to examine some of the points raised in the article. This group, to be headed by Professor Segal, is particularly interested in the extension of the education umbrella to include adult training centres.

It hopes to prepare a document by the late summer and would welcome contributions from readers.

CLIVE DANKS
Honorary general secretary
National Council for Special Education
1 Wood Street Stratford upon Avon



Adult training centres: continued learning facilities need to be improved

Forced to fit

Sir – I write to express the strongest support for the ideas and observations of Stanley Segal.

Day after day at work in a residential school for autistic and non-communicating children, I meet the problem of finding appropriate placements and support for our children.

This starts early on with psychologists, and parents doing a tour of consultants, special schools and units before a compromise local placement is found.

It proceeds throughout the individual's school-life with the shortage of therapeutic ancillary services to re-emerge full-blown in the 16 to 19-year-old period. Finding placements then for young people – many of whom are severely handicapped because of the nature of autism – is extremely difficult.

Parents may then find no local "suitable" service and have to entrust their child to a privately-run establishment many miles from home – and this despite all the community care initiatives and a lengthy period in which social workers are apparently "scouring the universe" for the right place.

Then we are expected to let the individual leave precipitately because there is such pressure for places and the new placement wants the money – so no chance for preparation.

My contacts with the local Mencap group and the community health council suggest that such problems are not confined to one school or one special-needs group but that, in general, plans for those who have such needs are based on universal ideologies or monetary expedients, neither of which reflect the practical issues of their predicament.

The concomitant of Professor Segal's wish for a multi-professional guidance system is that services have to be able to cope with individual needs and desires which may change over time, as opposed to individuals being press-ganged into fitting either what is available or the prescribed solution of the latest slogan.

BARRY HOLLAND
103 Sussex Road
Southport, Merseyside

Paid in kine

Sir – Your article, "Replacing the Butler" (*TES*, April 24) indicates that Baker's Act is to replace Butler's, following Sir Keith Joseph's attempts to reform education. The last time Baker, Butler and Joseph interacted (*Genesis* 40), the Baker was destined to oblivion, the Butler was readily re-instated . . . and Joseph, who prophesied it all, was to go on to become the leader's right-hand man. If history repeats itself, I hope for teachers' sakes it is all followed by seven years of plenty.

DAVID CHALMERS
Headteacher
Slade Green Junior School
66e Picardy Road
Belvedere, Kent

First impression

Sir – As I read the article by Phil Taylor (*TES*, March 27) ridiculing teachers who encourage conventional standards of dress, I had a very strong sense of *déjà vu*. After a few moments I realized that I had passionately believed this when I was at university in the late sixties. I checked the end of the article for the "Phil Taylor (aged 18)". But no, it said "Deputy head".

It took me some years, in my intellectual arrogance, before I realized what I had overlooked: whether we like it or not, people are deeply influenced by first impressions.

Phil Taylor can hope that eventually he and his pupils will come to be valued for their intrinsic worth, rather than merely for their appearance. But the people that they will want to impress are very busy, and have learned to make rough preliminary judgements.

The correct spelling on the application form, the neat entries, the beautifully-prepared report for the managing director, the confident delivery, the expected clothes, the clean shoes, all help to get us over the vital first hurdle. They help us to be taken seriously.

PHILIP THONEMANN
16 Shakespeare Road
London NW7

Maths bench-mark

Sir – Mr Baker has called for national bench-marks in the primary phase. The Centre for Educational Studies, Kings College, London, is already working on a project, funded by the Department of Education and Science. This is called "Attainment targets and assessment in the primary phase: mathematics".

YVONNE LAMB
49 Linden Avenue
Thornton Heath
Surrey

Three-form cost

Sir – Bedfordshire councillors keep telling us that small, three-form entry high schools cannot provide a satisfactory exam curriculum at a reasonable price. I would be most grateful to receive a curriculum analysis from any *TES* reader who teaches in a 3FE high school.

BRENDAN MORAN
25 Woburn Court
Vincent Road
Luton
Bedfordshire

Words at work

Sir – The three organizations we represent are working on a project which looks at the use of formal methods of communication in the workplace. This will link research undertaken by the School Curriculum Development Committee's National Writing Project with a teaching resource on professional and business English being developed by The Building Societies Association in conjunction with the Associated Examining Board.

We would be interested to hear from teachers and lecturers who have had experience of working with local employers on schemes which look at the written word within the workplace. One outcome might be to use these as case studies in the proposed teaching resource.

If you would like to make your views and experiences known, please contact Sue Patchton at The Building Societies Association, 3 Savile Row, London, W1X 1AF, by May 15.

JOHN LEES
Assistant Development Officer
The Associated Examining Board

SUSAN PATCHTON
Educational Liaison Officer
The Building Societies Association

EVE BEARNE
Project Officer
The SCDC National Writing Project

Weak readers

Sir – Mary Beck's Talkback article about reading failure ("All the help they can get," *TES*, April 24) begins as follows:

"Whatever your standpoint may be on *dyslexia*, it cannot be denied that many children share the same difficulties when learning to read. These include:

- difficulty in differentiating between letters such as b/d, u/n;
- difficulty in following a line of type across the page;
- difficulty in sequencing letters to make a word;
- difficulty in hearing the component sounds of a word, in ascribing a sound to a letter and in sequencing sounds."

The rest of her article goes on to discuss ways of overcoming these "difficulties". I have no doubt that, if indeed these difficulties did prevent children from reading, her suggestions would be very useful.

But what Mary Beck has done here is neatly to encapsulate the fundamental misunderstanding upon which much of the teaching of reading is based, particularly in the field of special needs.

For the "difficulties" she lists are scapegoats. They are not to blame for children being unable to read. Or to put it another way, *good* readers do not, or cannot, manage these skills either.

For example, good readers do not "follow" a line of print; they cannot "hear" the component sounds in words (so far I have not been able to find any good reader – let alone a poor one – who can tell me with any certainty how many or what component sounds there are in "thing", "cheap", or "light", three common words I selected more or less at random).

So even if the most comprehensive programmes are devised to help children do these things, they will still not be helped with their reading. These are not their difficulties, and so it is unnecessary to devise programmes to overcome them.

I have not the space to go into it all here, but what makes people able to read is their ability to draw consciously and subconsciously on a range of information and experience that they already have about language and meaning and *apply it* to the actual print before them.

If learning readers, or any readers, cannot do this, then *this* is their difficulty, and this is what prevents them being able to read. The print alone could never be enough for them, however sophisticated were the techniques devised to help them process it.

The mistake that is repeatedly made in remedial teaching is to devise elaborate programmes for assumed but irrelevant deficiencies, instead of investigating the status and validity of the deficiencies themselves, and then going on to find the real ones.

JEFF HYNDS
Senior course tutor
CNAA Diploma in the Teaching of Reading and Writing
Avery Hill Campus
Thames Polytechnic
Bexley Road
London SE9

Parting company

Sir – I read with considerable interest the article on the "Troubled state of the unions" (*TES*, April 10). I am one of the 20,000 lost members of the NUT. After a great deal of reading, listening and soul-searching I felt that I could no longer support its policies.

The question now arises of which other organization I should join. I really can see no reason why I should join any of them. I am told of possible problems, the need for legal advice, insurance and so on. If I feel that I cannot wholly support any of the organizations, should I really join one which offers the best fringe benefits?

MARY CABLE
24 Azoy House
Hanford Street
London E1

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TALKBACK

TEACHING PRACTICE

An equal partnership

Lis Rippin *et al*

The article by Sally MacDonald (Talkback, *TES*, March 20) has prompted us (four students, two tutors and a primary headteacher fellow) to express our concern at the present system of teaching practice. It is a system which involves three parties, tutor, teacher and student, but possibly satisfies none of them.

A new focus is needed. Each teaching practice could be built on the foundation of an equal partnership between the college, school and student with clearly understood roles for all participants. Schools should be considered as training institutions with an equal voice alongside college and students. After all, schools are where the teaching expertise is and it is time to stop pretending that supervising tutors are an itinerant breed of superteachers. Their expertise lies in other equally valid directions.

The most important relationship is the one between the classroom teacher and the student. The focus should give central place to this relationship, which, we agree with Sally MacDonald, should be a symbiotic one (rather than master/apprentice) where both parties can learn from each other. Students have enthusiasm and new ideas to give to schools, if they are encouraged; just as teachers have experience to offer them if they are encouraged.

It may be that schools regularly involved in the TP partnership will want to identify "teacher-tutors" among their staff, but we would hope that virtually all teachers would be involved. The role of the college tutor would be to support and enhance the classroom-based focus. Many other professional groups have similar arrangements.

Assessment of the teaching practice should be carried out by the three parties together, openly, without confidential reports or secret appraisals. An agreed view of the TP would be jointly written and signed by all parties, with opportunities for dissenting opinions to be recorded.

Perhaps with this new partnership teaching practice will be seen as a real learning experience for all: college, school, students and pupils; particularly that fortunate generation of children working with teachers better prepared by a more open and worthwhile kind of classroom practice.

If having read this you are saying "we already do that..." ask around and see if other members of the partnership agree.

The authors, Lis Rippin, Sue Ford, Lorna Harrison, Bill Ivory, Roger Kite, Liz Brown and Chris Brannigan, are all in the faculty of education, City of Birmingham Polytechnic.

The publication of the science-for-all curriculum development document is a reminder that science teaching can be a matter of interest to all: even those who are not scientists or science teachers. Debate about the teaching of science is healthy: no doubt there is much to question and criticize and some teachers have new and fresh approaches to recommend.

However, what are we to make of statement such as "single-subject sciences should be abolished" and "We need a national edict – no more single subjects"? Such were remarks attributed to Sue Duncan, head of science at a Durham comprehensive school and a leader of a research project for the Secondary Science Curriculum Review (*TES*, April 3).

Perhaps this is the rhetoric characteristic of all curriculum innovators, but the appeal to government to stamp out all single-subject science teaching in our schools does seem to show a high degree of intolerance to those who hold other views. Nor is it consistent with the objections many teachers have to a centrally-imposed curriculum.

Mr Jeff Kirkham, director of the SSCR, is also described as having "no room for sceptics – élitist or otherwise". Yet have we not learnt, after several decades of curriculum innovations that have failed to fulfil the hopes and aspirations of their originators, to look with caution at suggested changes in practice?

And is not some element of scepticism, of questioning proposals and propositions, part of the scientific attitude?

The slogan "science for all" is perhaps one to be so questioned. That all children should learn some science and should learn not only about the findings of the sciences but also about their methods of inquiry, we all agree upon.

Thus we can accept that science is for all. Yet can we all agree that every pupil should be taught the sciences in the same way, and to the same level of content and difficulty?

Teachers know that the differences in the abilities and interests of their pupils and students must be taken into account in deciding what is taught to whom. Therefore, while science is for all, not all elements of the sciences, irrespective of their difficulty and intrinsic interest to pupils, can be taught to all.

Is it always better to teach combined science than to teach the sciences separately? This does seem to be the claim of the SSCR. Therefore, it follows that single-subject teaching must be abolished.

But what is combined science? An example is given of a science department looking "at a subject such as water biologically as a requirement for life, chemically as a solvent, and in physics as an electrical conductor."

Here, the single subjects of biology, chemistry and physics are not abolished: they are brought to bear in combination on the subject of water. The topic approach may make a lot of sense, but is scarcely revolutionary, nor is it abolishing single-subjects or those that teach them, for their separate teaching is brought to bear on a single subject.

Such team teaching may help to avoid "excessive repetition", one of the alleged ills of single-subject science teaching. Excessive repetition is, by definition, a bad thing and ought to be eliminated. But, whether repetition, as such, is always harmful is another matter. Perhaps it is one way of making connections between the sciences, and an aid to the memory?

Separate-subject science teaching is said to be traditional and élitist. It is also popular with parents, and some universities, in particular their medical schools, approve of it. This is enough to condemn such teaching for some. But is all that is traditional necessarily bad? Or is it rather that the word "tradition" is now simply a term of condemnation?

Is it wrong that some should get a specialist education and training, essentially élitist in character?! If "yes", let us close down our medical schools right now. Does parental approval of any aspect of our schooling automatically show it to be worthless? Most teachers are parents too, and some may find themselves approving teaching for their own children they are prepared to deny to others.

There is a case for teaching sciences separately, at least to some pupils at a certain stage of their development. This is because such sciences are genuinely separate. This is clearly recognized by the universities where such sciences are taught and developed to the higher level. True, some students study for degrees combining separate sciences, but these sciences are generally taught in separate departments.

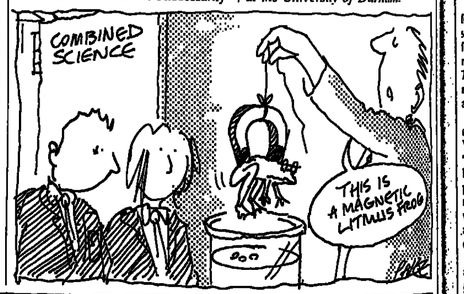
There is also much to be said for combined science, that is of teaching the sciences in a topic-based way. The danger is when the value of this useful pedagogic approach becomes exaggerated and is thought to be a panacea for science teaching.

Beverley Shaw is lecturer in education at the University of Durham.

SCIENCE

All for one and one for all?

Beverley Shaw



SEGREGATING THE DISTURBED

No easy option

Marcia Newsome

I was dismayed to read the article "Time to stop taking the easy option" (*TES*, April 10) by Peter Gray and Jim Noakes discussing whether or not to segregate disturbed children from mainstream education. The authors omitted to present any viable alternative within an ordinary school setting, apart from mentioning the need for commitment to planning. They also implied that special schooling necessarily involve avoidance of the main issues underlying the child's problems and a low standard of education.

There is no doubt that some children do benefit from a period of removal from home and school. Education authorities could learn much from the model provided by a community home with education run by a social services department.

A CHE is able to offer a service to a very disturbed child of a kind that cannot be provided in a more traditional school. A child invariably arrives with a history of educational failure: bouts of uncontrollable behaviour in the classroom, suspension, records of low achievement and below average IQ scores or designated ESN in conjunction with a host of damaging experiences which led to referral in the first place.

Mainstream teachers are primarily educators and have little time to pursue pastoral care effectively. A CHE is able to offer an environment in which back-up is provided by residential social workers. The integration of teachers in the whole life of the establishment allows for an approach where education and pastoral care can be provided in tandem. Within such an environment, children designated "uneducable" in their assessment papers are pursuing A level courses at a local sixth form college after less than two years in school on the premises. Several other past pupils are now taking further education courses in their home areas, and virtually every child has left with a range of public examination passes.

The few less-able children have benefited from the opportunity of working on specially-designed individual programmes in a non-punitive environment which has at least allayed their fear of formal education and compensated for previous experiences of failure. Small numbers of children and flexible use of teachers enables the school day to be organized around the current needs of the pupils, rather than merely fitting them into the organization.

All teachers attend in-service training courses to keep abreast of developments in normal education and links have been made with local schools and colleges. Regular reports and assessments are made on each child's progress and, along with the child, every parent and social worker receives a copy. Each statutory six-month review is attended by a selection of people from a variety of professional fields and every effort is made to encourage the parents and child to participate. A full education report plus reassessment of aims and objectives is provided as a matter of course.

Education which is different in approach does not necessarily lead to a lowering of standards. Indeed, I would argue that it is essential at the end of the process for each child to be able to take up appropriate places in the new world within the community.

To achieve less is to compound the child's problems instead of alleviating them. Education offered within a special setting must work towards the same goals as the national system, if it is not to produce second-rate citizens. In my own establishment this does occur and results comparable with mainstream education are obtained.

Success is based on three factors, not necessarily in order of importance – first, a positive approach within the classroom, focusing on praise of acceptable behaviour rather than on punishment of misdemeanours. Second, high expectations, motivating children to achieve. Third, respect for each child as a person, encouraging participation in the planning and appraisal of individual education programmes, making choices, and exercising a measure of control over his or her future.

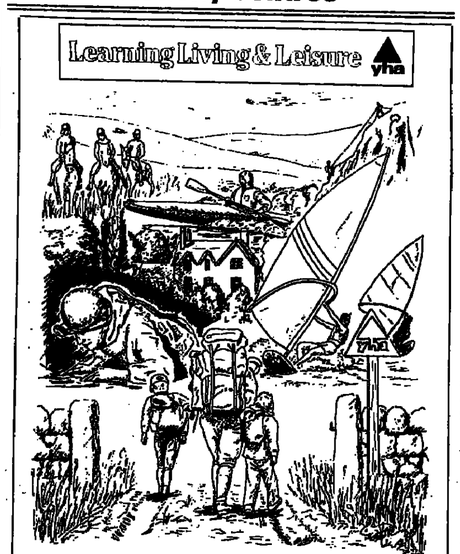
These three are essential for the encouragement of self-esteem and the development of self-confidence but they are rarely present in mainstream education.

The article suggested that it is important that any plan for children with emotional and behavioural difficulties "brings about changes within the situation where those difficulties occur". The structure and philosophy of a special institution should enable its children to develop skills to cope with those difficulties inherent in the environment from which they have come. It is unlikely that alterations can be effected within the environment itself.

The point and purpose of education is to lead towards success – the special school can develop methods and processes which make such success possible for a particular group of children. Mainstream schools at present have neither the resources appropriate for such a task, nor the will to tackle it.

Marcia Newsome is deputy principal and head of education at Gheverde Barn, London Borough of Camden's CHE in Ottershaw, Surrey.

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Philip Shepard-Lewis

Mitchell Thomas: will play for Spurs at Wembley

Teachers take a natural pride in the achievements of former students. So the appearance of ex-YTS trainee Mitchell Thomas in Tottenham Hotspur's FA Cup Final team next week will occasion great pleasure to staff of the Footballers' Further Education and Vocational Training Society.

Few trades provide the chance for a YTS trainee to reach the top in five years – as Thomas and Arsenal and England centre-half Tony Adams have done. But equally, few have such a high casualty rate as football.

The society's education officer Micky Burns – formerly a player with Newcastle, Middlesbrough and Blackpool – says: "The drop-out rate is ultimately 100 per cent – nobody can go into football for life – and the average pro's career lasts eight years with many not surviving that long."

Only a small proportion of the young hopefuls taken on at 16 make it to their club's first team. Read any manager's memoirs and they'll tell you the worst part of the job is having to dash some 18-year-old's dreams by telling him he won't make the grade.

Football clubs have traditionally been ambivalent about training players for other trades. Some accepted it as a responsibility, others were apathetic, and some felt training in any other field was a distraction. With the onus on clubs to provide training under the old apprenticeship scheme, many players left the game without any skills or qualifications for a new career.

So when financial constraints and the arrival of the YTS effectively killed off the apprenticeship system in the early 1980s, the players' own Professional Footballers' Association – which funds the society jointly with the Football Association and provides its Manchester headquarters – seized the opportunity to put its own training system in its place.

Today Micky Burns, his deputy Pat Lally – formerly with Swansea City, Doncaster and several other League clubs – and their staff now form an approved training organization, acting as managing agents for a YTS scheme taking 600 to 700 trainees a year with an annual turnover of about £2.5 million – up from £100,000 four years ago.

Negotiation with the League clubs, the PFA and the FA in 1983/84 laid the basis for a two-year YTS aimed at the leisure and recreation industry: "Two-year YTS hadn't come in then, but we knew it was going to happen, so we were able to plan for it. Football is part of the leisure and recreation industry and talented young athletes who come into the game are more likely to have an affinity and aptitude for this than other areas of employment," says Micky Burns.

The result is a course he describes as "a leisure and recreation education course rather than a purely football course. Clubs are inevitably interested in results – our interests had to be in providing for the long-term interests of trainees and giving them qualifications for employment outside the game. Our aim was to provide them with a package of skills and qualifications to make them attractive to potential employers outside football."

So the Society has come up with a day-release package: first-year students take a City and Guilds leisure industries qualification in communications skills and computing, plus certificates from the Central Council for Physical Recreation for sports leaders and the Royal Life Saving Society and a first aid course. Work based at their club includes physiotherapy and the Football Association's YTS coaching certificate.

In the second year they continue to more advanced standard. In both years they also have a half-day release for employment in their club, in the local leisure industry or in catering if their club is in a tourist area such as Blackpool or Torquay.

Courses are arranged by modules – providing scope for those who can't reach the highest standards in courses to pick up at least some qualifications. A small proportion of academically talented trainees are diverted into A levels or Business and Technician Education Council courses rather than the standard package.

"Lads with six, seven or eight O levels are a small but slowly growing minority. We've had one trainee whose headmaster said he was a potential Oxbridge candidate", says Micky Burns – who hopes this trend will be encouraged by the greater training opportunities now offered to young players.

Most clubs, many of whom treated the scheme with initial suspicion, now co-operate happily: 91 League clubs (only Watford persist with a separate scheme) and about half-a-dozen non-league clubs, now take part.

Persuading trainees is another matter, according to Micky Burns. "Getting a 16-year-old who wants to play football to go back into the semi-academic atmosphere of a college of further education isn't easy. The point we make to them is that this is an insurance policy, something you can put away in a drawer, but which will help if your career in the game doesn't go to plan."

He readily admits that they are a difficult group to teach: "They aren't as a rule that highly motivated. Lecturers need to establish a rapport, and to be flexible. These are physically fit, active people and they don't respond to being confined behind desks and talked at."

But results, with an academically unselected intake, are well up to national averages. How well trainees released by clubs after their two years do is hard to assess: "They aren't easy to trace. Those that have problems can still come here for help but not many do," says Micky Burns.

Negotiations with the colleges are handled centrally from Manchester. As a former teacher, he is as much at home talking to FE lecturers and education officers as he is with players and managers.

Micky Burns sees YTS as a long-term project: "It'll be succeeding when the senior players at clubs are ex-YTS trainees who can tell new lads that they did the training and it didn't stop them getting on in their careers."

It also fits well into the training framework with the adult vocational courses run by the society for mid-career players: "It can't replace those courses, because updating will always be necessary, but it will provide a much better base for further training."

Finding a second career is a traditional footballer's nightmare – and while Mitchell Thomas and Tony Adams may not need their "insurance policy" yet, they'll eventually need to look for employment outside the game.

The society provides 500 grants a year for training courses: "We'll assist in any form of vocational training – pub management, HGV license, catering trades, journalism or anything else leading to another career," says Micky Burns. They can't catch every one of the 2,500 registered professionals or prevent the hard luck stories of former England stars such as Kevin Beattie or Tony Currie who have fallen on hard times, but they try to minimize them.

A third strand has been added to their activities with the creation of a community programme based on six north-west clubs, organizing sporting and leisure activities using club facilities. Sixty jobs have been created, and the extension to another eight club-based schemes from September should create another 80.

Micky Burns points to this as a way of bringing clubs closer to their communities, making better use of their otherwise under-utilized facilities. He also emphasizes that clubs benefit from this increased social awareness and involvement.

"The chairman of Preston North End reckons that half of the increase in attendances this season can be put down to the community programme," he says with natural pleasure and pride at the achievements of his organization in co-operation with his home-town club.

Here to stay

Why are mobiles so static? asks P M Lacy

As every teacher knows, any decision concerning schools is taken purely for educational reasons. No clearer evidence of this fact can be found than in the accommodation itself, especially if it is newly provided. There is no doubting that we have beautiful buildings with very well-equipped rooms, the envy of many a visitor, and a great deal of educational thinking went into the plans.

Of course mistakes, with the best of educational intentions, were made. One can but feel sympathy for the architect who, confusing the art of levitation with that of the Venetian, designed the store for paints and paper a good 13 feet above floor level with no means of access: *Noli me tangere.*

Further along, a spacious stairway leads down from the first floor to the only side of school which affords no re-entry (except by the same stairs). Thus, on the other side of the block, 350 pupils battling to get out of double doors through which a similar number is entering hourly put to the test Darwin's theory of the survival of the fittest.

With mobile classrooms, however, there are no such anomalies and that is no doubt why in 1985 we were given, instead of the proposed foundation block, 16 old mobiles, 14 of which seem here to stay. Clearly, the authority considers the mobile to be of educational value.

Colleagues who, having successfully led departments to very low status in reorganization, have been compensated with mobiles some three minutes' walk from the resources area they helped to establish.

Their pupils, knees buckling under the weight of piles of textbooks they are responsible for transporting to and fro, learn that the concept of sharing cannot be taken lightly. They also learn that in a centralized system the further one is from that centre the more likely one is to encounter hardship – no carpets or curtains, old desks too low for teenage legs, shabby chairs.

Each mobile has a personality – and smell – of its own, depending on age and position. All, however, share two characteristics. First, they are noisy. Their floors act as sounding boards, their whole space an echo chamber. Even the most orderly oral practice or group work (in true GCSE style) can reverberate out to the ears of a passing senior member of staff who, if not a mobile teacher himself, can be forgiven for believing that the lesson is disintegrating.

Second, a mobile has more windows on to the outside world than a normal classrom. Should a pupil's concentration momentarily lapse, he can watch other youngsters, carefree, prancing by in the direction of the sports field. It therefore takes a very skilled teacher to retain the attention of the class, managing to hold with his eyes the distant flanks to left and right simultaneously.

Thus the mobile becomes a status symbol of skill and ingenuity, a mini-empire in which the teacher holds the key to his own room and the attention of his class. What better opportunity to discuss the weather in foreign languages than with pupils who have left the cosiness of the main buildings and the security of the covered way to set out across the open space beyond the bike sheds through snow and ice, driving rain and winds direct from Siberia?

Even the room itself reacts to the weather. It shudders in wind, drips when it rains and over-heats in sunshine. Its own heating devices are fickle: one has only to watch emerging pupils to know the temperature within, by faces the colours of litmus paper.

Its gas cylinders cannot be relied on either. Last year a maths class learned the meaning of probability when, against all apparent odds, one blew its top, in a noisy hiss of escaping gas.

There often develops an affinity between mobile and teacher, to such an extent that in his or her absence, the mobile rejects cover staff – who, in turn, face a period in enemy territory with some trepidation. They do not appreciate the idiosyncracies of the heater, the electric point, the door handle, the window fasteners, the curled-up edges of the flooring. And that's if they can gain entry.

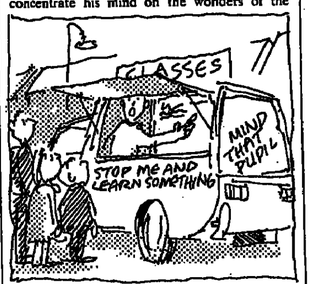
Of all the joys afforded by mobiles the greatest, as far as pupils are concerned, is the game of hunt the key for the locked room. The rules of the game are as follows:

1 It must be pouring with rain.
2 The usual teacher must be absent and have the key with him.
3 The cover teacher must send a pupil to find the caretaker.
4 The caretaker must be having his break.
5 The only possible key in his possession must not fit.
6 Another room must be found.
7 Repeat from rule 2.

The game is won when the bell goes before the caretaker holds the key to his own room and the class can start work.

Maybe the main advantage of the mobile is that teacher and pupils never suffer direct interruption. What visitor, be it parent, inspector or governor, is eager to brave the elements and trudge out to a mobile, or indeed is made aware of its existence?

With a third of the pupils secreted away beyond the bike shed, the rest of the school functions very well in its specialist rooms where the visitor can concentrate his mind on the wonders of the overhead projector, the video and practical sessions of craft, science and music. Only a true connoisseur could assess the value of the mobile.



We call it a mobile. In reality it is immobile. It has planted its feet squarely on our soil, defying the harmony of the new buildings and the landscaped gardens. Its future is assured, its presence inevitable. *Et in Arcadia ego.* For purely educational reasons, of course.

P M Lacy is vice-principal of a community college in Cambridgeshire.

Paying the price

As record numbers turn to private schooling Zelda Reynolds talks to hard-up parents determined to make the necessary sacrifices and Nikki Foster (bottom of page) explains why her faith in the maintained system has been shaken.



When Araba Williams decided to send her son to private school, she realized that as a single parent she would have to make sacrifices.

For a start, it meant that she would have to postpone buying her own home. At present, she lives in a two-bedroom council flat in Lambeth, south London. The door at the communal entrance to the block has been smashed by vandals, and not for the first time.

It isn't snobbery that makes Araba want to see the entrance repaired, just a natural desire to see things done properly. It is this same desire that has motivated her to send her six-year-old son to an independent school.

She feels that by starting Kwaku in the private sector, it will double his academic chances later on. She hopes he'll qualify for a place at Dulwich College, because she admires what she's heard about it.

Kwaku is the youngest pupil at the Streatham modern school, which takes youngsters from 7 to 17 in the lower and upper schools. His mother is impressed by the ethos of the school; she likes the small classes, the discipline and the priority given to uniform and homework.

She denies that pressure is being put on him to become bookish at a young age, but insists that he does an hour's homework every day. "He's getting himself into the habit of doing work after school, and even looks forward to it. Afterwards, he can watch television – he's still a kid after all," she says.

The important thing for her is that Kwaku is being taught to discipline himself into taking his learning seriously. There's no extra need for her to push him, she claimed, adding that she'd be hard-pressed to find a similar attitude among children in local maintained schools.

She has been influenced by the private education she received as a child in Ghana. Her grandmother worked hard to pay for her schooling, and now Araba is determined to do the same for Kwaku. His enthusiasm and "self-discipline" after just two terms at the school, has convinced her that she's made the right decision.

To pay the £300-a-term fees she's already cut back on the level of socializing she does, and doesn't spend as much on clothes as she used to.

Araba is a secretary but has taken an extra job housekeeping for a friend one day a week to help pay the fees. She wouldn't take on any more work because it would reduce the amount of time she can spend with her son.

She says: "Every parent has high hopes for their children. If you think that paying for their education is going to help them achieve more, then it doesn't become a sacrifice at all. It's for everyone to choose for themselves."

She says the teachers' industrial action did not really influence her, unlike Judy Bellot, another single mother, who feels that her young son shouldn't be exposed to a situation in which "children become piggies-in-the-middle and ultimately lose out in their learning".

Nevertheless, she says she has sympathy for the teachers. "The sad thing is that there aren't any provisions to help the children catch up once the industrial action is over," she says.

Judy's son, Antoine, attends the 130-place Thomas Moore school in Eltham, which is quite a trek by public transport from their home in Plumstead, south-east London. Last winter Judy's car broke down and for a time she had to get him to and from school by cab. He also has private tuition at home and does an hour's homework each evening.

His mother believes that children in independent schools stand a far better chance than those in maintained schools because they are preferred by employers. Maintained schools are losing parents' respect because of their "lack of discipline", she claims.

"Having been through the system myself, I know enough not to have any faith in the quality of the education," she says. Judy maintains that she was "dumped" in CSE classes and had to rebel in order to sit O levels which her teachers denied she was capable of.

She's now determined not to "handicap" her son's prospects, and is convinced that paying for education is a sure way of guaranteeing him a foot in the door when it comes to higher education and jobs.

During Antoine's brief stay at a local authority-run nursery, Judy clashed with staff who disapproved of her encouraging her son to read and write.

"They told me it wasn't fair on the other children because he was way ahead. He had been writing and spelling since the age of three, was I suddenly to stop him? Their attitude and mine completely missed each other, and I feel he would have faced similar attitudes later on in the state schools," she says.

Birmingham teacher Shirley Hale is another single parent who has opted for private schooling. What for her began as a purely practical solution when she couldn't find a nursery place, has become an alternative to the system that she herself is part of.

Shirley has three children and pays £300 a term to send her youngest daughter, Jennifer, to a private school in Walmley, Sutton Coldfield. She also pays for "extras" like swimming, ballet and elocution.

"State schools haven't the resources to compete with private schools. At the school where I teach, we've recently raised funds to buy a BBC micro, but at Jenny's school they'll soon be getting a purpose-built computer room," she said.

The deteriorating educational climate, she believes, is forcing many parents to choose between private and state, at a time when inner-city schools in particular face cash cuts.

Shirley has recently moved house from an inner-city area to the more affluent suburban Sutton Coldfield so she can give her other two children, Emma, 11, and Thomas, 9, "an equally good chance in school". She can't afford to send them all to private schools. She claims a number of other parents and teachers have similarly relocated to areas where the schools are better.

As a teacher in a maintained school, she feels embarrassed to have opted for private. "A lot of people feel they are being forced to pay for alternative education. It's as if the Government wants to demolish the state schools by making parents give up and look to the independent schools," says Shirley, who teaches biology.

Recent industrial action in her area disrupted teaching at her own school and those of her older children. At Jennifer's school, it was business as usual, something that has influenced Shirley's decision to try to keep her in the independent sector.

Elaine is another Birmingham teacher who has decided to send her children to independent school. Though her husband is unemployed, Elaine took her children out of the state-run nursery four years ago and hasn't looked back since.

She was worried that they were being racially discriminated against, being mixed race, and was told that they were anti-social and unreceptive. A health adviser suggested she move them from the school for their own good, and Elaine transferred them to a private school in Handsworth.

'State schools haven't got the resources to compete with private schools'

Now aged seven and eight, they are doing well, according to their mother, though she is unhappy about some aspects of the curriculum and the "narrow" teaching methods.

She has to pay for extras like games, and also for exercise books, and she and her husband are having to decide whether or not to move them back into the state sector, though Elaine wants to keep them where they are.

"It's no surprise that a lot of parents are looking for an alternative since they can't know from one day to the next what is going on in their children's school.

"The teaching profession is being demolished, and many people feel they must make a choice. The whole thing seems to be so cynical."

Zelda Reynolds

I talk to other parents. There is a slide towards private education, following the national trend.

"Take her away," they say. "Surely it's worth it?"

I know what they are saying to me. I am sacrificing my child, like a kind of burnt offering on the altar of my principles that state education is best. But we must fight on, I counter. What will happen to the kids whose parents cannot afford private school fees. We cannot abandon the ideal. I would not send my child to a private school, even if I had the cash.

They look at me, pityingly. Principles are a bit like a disease; fascinating and threatening. There's an expectation that you should foam at the mouth and roll your eyes.

A parent-governor whispers to me over the school gate: "You might get on better if your husband raises the issues. You know there is that thing of women being taken less seriously." I roll my eyes and foam at the mouth.

"What did you do today?"

"We mended our reading books."

"What did you do today?"

"We prayed to the Lord."

"Come on. You can have tomorrow off school and we'll go to the Natural History Museum."

"No Mum, that wouldn't be fair."

Would a privately-educated child ever say that? Humbled and vindicated, I feel the energy surge again. The fight must go on.

Nikki Foster



'One solution may be to encourage children to read to each other'

Little read books

Clare Farquhar looks into the finding that infants spend only two per cent of the school day on any kind of reading

In the recent research in which my colleagues and I watched more than 90 top infants for a day in 35 inner London schools (see *The TES*, April 3) I was surprised to find that, overall, children spend only about 2 per cent of the school day (or roughly eight minutes) in any kind of reading. That included reading to the teacher, reading alone or to each other, playing reading games, using computer reading programs, and so on. Wondering whether these results were typical I repeated the study with 60 children in 10 other Inner London Education Authority classes, this time watching them for several days. The results were almost identical.

This raises a number of questions. Does it matter if children aren't spending their time in reading? If children are able to read well by the end of the top infants, then maybe the answer is no. Unfortunately, for many of these children, this was not the case.

At the end of the top infant year our original sample and their peers had an average reading score on a group reading test of five points below average. A quarter of them had scores more than 15 points below that point. On this evidence, many of these children were in great need of help with reading.

So could infant schoolchildren spend more time in reading? That in turn raises questions about educational priorities and about classroom organization. If more time is going to be devoted to reading, then where can this time be found? Would an increase in reading imply cutting back on other important curriculum areas?

The children we observed spent less than a third of the day working in the classroom on the so-called "3Rs". They spent similar amounts of time in writing, spoken language activities (such as "story time"), and maths – that is, roughly 10 per cent of the day in each. They spent another 10 per cent of the day in creative or constructional activities (painting, modelling, and so on), and very little time (1 per cent of the day) in free play activities such as sand and water play.

Most of the rest of their classroom time was taken up by organizational or administrative matters – that is, more than a sixth of the day in lining up, tidying up, toilet visits, answering the register, giving in dinner money, and so on. They also spent about 2 per cent of the day (about the same amount of time as they devoted to reading) "wandering" in the classroom – that is, not focused or involved in any particular activity. More than a quarter of the school day was spent in outside play times and dinner time.

From these results, it is tempting to suggest that more time *could* be redirected towards reading without much cost to other areas of the curriculum. But how can schools maximize the amount of time spent in reading activities? Could we divert any of the time spent "wandering" or in break times, into learning time, and in particular, into reading time?

Organizing reading time in the classroom is not particularly if teachers want to hear individual readers. In our study, there were many classes where, on the day we observed, none of our target children read to the teacher at all. In fact, reading to an adult accounted for less than a quarter of all the reading time we observed. This is perhaps not surprising.

Perhaps more surprising was the fact that so little time was devoted to other reading activities. Although we found that children spent more time reading alone to themselves, or simply flipping through books, than they did reading to teachers, we hardly saw any reading activities such as reading games, or paired reading. These amounted to less than a fifth of all reading time, and involved less than a quarter of all the children observed. Not a single child was using a computer for developing reading skills.

Of course, the amount of reading that we recorded did vary from class to class. There were some classes where none of our children engaged in any reading at all during the day, and others (just over half the classes) where all our children did at least some reading. The highest proportion of the day spent in reading in any class was just under 7 per cent, or an average of 27 minutes for each child observed in that class.

What can we learn from the classes that were doing more reading? I looked at the four "best" classes. Interestingly, we didn't observe any children reading to their teacher in these classes. The reason that these classes were spending more time in reading did not appear to be because the class teachers were better organized at listening to children read.

On the other hand, nearly all the children observed in these classes not only read to themselves and flipped through books on their own, but they also engaged in some other kind of reading activity without the teacher during the day. In nearly every case, this involved reading to or with other children, usually in a small group.

I wouldn't want to make too much of results based on a small number of children in four classes. However, it does seem to me that there are two types of reading activity in the classroom, those which require the direct involvement of the class teacher (such as listening to children read), and those which do not. From our observations, more could be done in many classes to promote the latter.

Children need encouragement to read without a teacher alongside them. From our interviews with the children themselves, we know that only about half of them actually liked reading alone. They got stuck if they didn't know the words, and some found it a lonely activity.

One solution to this (supported by our four "best" classes) may lie in encouraging children to read *to each other*, an activity which not only gives them an opportunity to help each other over unknown words, but also turns reading into a shared, rather than a solitary, experience.

Thought could also be given to ways of encouraging children to play reading games, particularly at transition or "choosing" times, when they are most likely to wander.

It may be unrealistic to expect that we could direct *all* of children's "wandering" time into reading (though if we did, we would double the amount of classroom reading). However, any move in this direction would be positive.

At the same time, we do not want to sacrifice quality of reading experiences for a simple increase in quantity. Appropriate reading materials are important, as is the question of which children should work together, and how.

What about teachers listening to children read? Given the limited time at their disposal, teachers need to think carefully about the use they make of this time. Throughout our study, we saw very few teachers working with *groups* of children on reading – either playing reading games, or reading simple, short reading books together.

I am not suggesting that teachers should stop listening to individual children read. But I am suggesting that, in addition, there may be ways that teachers and children could read together in groups, and that this might help teachers to give direct help to more children during the course of a day. It might also help children to develop different reading habits – that is, group reading habits – which might then carry over to situations where a teacher is not present.

Finally, what of the large amount of time that children spend out of the classroom in non-learning activities – particularly break times? Obviously, I am not going to suggest that teachers should carry on teaching during their dinner hour. Indeed, the fact that some teachers find themselves compelled to do exactly that, in order to be able to listen to individual readers, is indicative of just how serious the problem of finding time for reading has become.

However, we do know from our interviews with the children that for some of them, playtimes are an upsetting or distressing time of the day. We also know that infant schools are increasingly keen to involve parents in their children's education, and in particular in reading. Given these two facts, it seems to me that one way that parents and teachers could work together might be in devising small group reading activities that *parents* could offer children at break times, as an alternative to spending time in the playground.

Clare Farquhar is a research officer at The Thomas Coram Research Unit.

What's going on?

"What did you do today?"
"I cleaned out the paint pots."
"What did you do today?"
"We tidied out the stationery cupboard."

What on earth is going on? She's seven-years-old, two years into school and quietly, subtly, turning off.

I make an appointment to see the headmaster. All the facts that I have are based on my daughter's comments. Articulate, trustworthy as she is, I must allow for hyperbole. I cannot assume that her perceptions are entirely accurate but what else is there to go on? How can I find out exactly how her days are spent?

The headmaster tells me what a lot he has to do. Stress, overwork; he can barely cope. I nod, listen and reel out an hour later, knowing only how *he* spends his day.

A group of concerned parents submit a request to the board of governors. Could we have a regular evening allotted to discussion – what subjects are covered, how they are taught, how can parents help and support?

Silence. The parent-governors are unable to explain what happened at the meeting but suggest I contact the chairman of the governors. I begin to panic. The school is closing in on itself. It seems to be imploding with all the significant personnel inside. It's like trying to find out about detainees – we know they're in there but what condition are they in?

The chairman comes to the house. Am I being picked-off as a trouble-maker? This is precisely why an open forum is so important. People need support. Get thee behind me, paranoia.

"What exactly are you asking for," he asks, staring fixedly at the typewriter. I want to know what the curriculum is, the thinking behind it, how it is taught, what exactly my daughter is doing from 9am to 3pm, five days a week. How can I, as a parent, hope to help or supplement her education if I don't know what she is doing?

"Why don't you ask her," he smiles patiently.

"Pardon?" I say, swallowing hard.

"The Governors know what the curriculum is, you must have faith in them."

"But why shouldn't we discuss it?"

"Because the teachers don't need criticism at this stressful time."

Panic turns to anger. Why is it assumed that discussion equals criticism? I'm talking about the right to know. The right to be involved.

The chairman looks at me sadly. The dog-collar doesn't help. "Things are changing. We must submit a report to the parents; although God only knows what we're going to say. You will have an opportunity to discuss then."

But meantime? Meantime, the school needs all the positive reinforcement it can get. We need to see smiles in the school."

"Don't rock the boat, you mean?"

He smiles. "You said that, not me."

I lie low for a few days, trying to keep calm. I phone the divisional education officer to express my concern. I explain in detail, issues that worry me. I let it all pour out, from methods of punishment to attitudes to sexism.

I confronted an individual teacher with a matter involving blatant sexism some time ago. She fixed me with a paralysing glare. "Males and females are treated differently throughout their life, Mrs Foster. They won't do the same things when they grow up, so they might as well get used to it now." I went home and cried.

The education officer listens politely. He talks about trying times for schools. I continue to plough on through the treacle of this conversation. Defeated, I begin to give up.

"Are you a teacher, Mrs Foster?"

"Yes, but not primary. It's irrelevant."

"Ah, but I'm sure you will be able to make up for what you feel your daughter is missing at school."

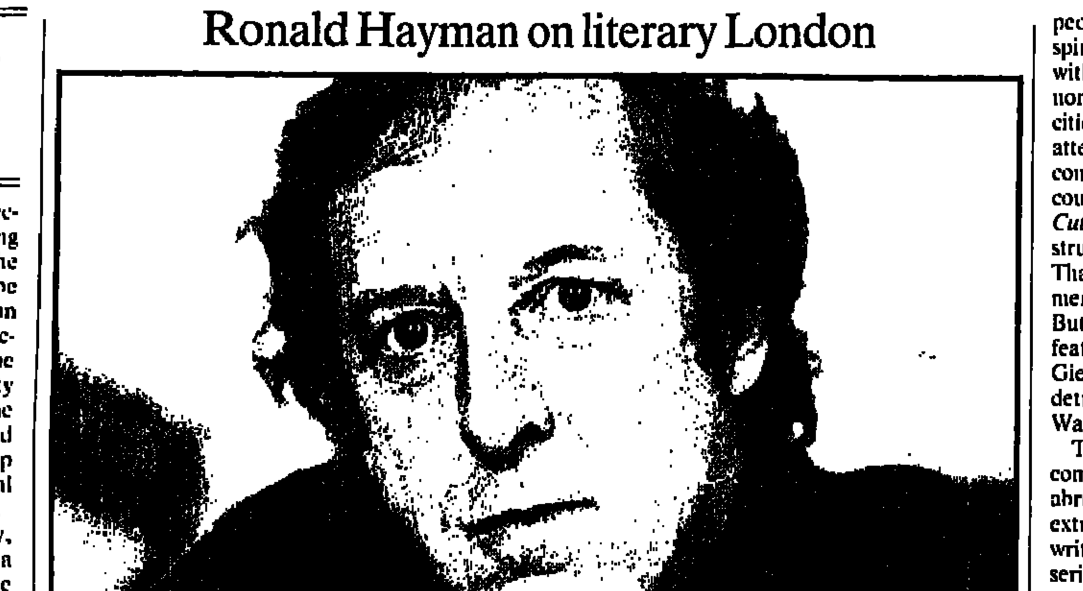
The phone goes down and I dwell on this final, unctuous remark. Is this a new policy?



Bradbury in Bloomsbury

Ronald Hayman on literary London

No, Not Bloomsbury. By Malcolm Bradbury.
Andre Deutsch £17.95. 0 233 98013 X.
Cuts. By Malcolm Bradbury.
Hutchinson £6.95. 0 09 168280 0.



Malcolm Bradbury takes the title for his collection of essays from *Lucky Jim*, and, comparing Kingsley Amis with Evelyn Waugh, makes the point that the British prefer their writers not to be intellectuals. While great French and German novelists turn out serious critical and philosophical work along with their fiction, we prefer "the writer of many mediations, the writer who is party to the commonplace and ordinary stuff of life, the realist, the observer, the humorist". He is allowed to be spikey and aggressive, but he must make up for it by being affable and clubbable. Moral criticism must be suspended in social comedy.

Waugh camouflaged his intellectual acuity, allowing his strong sense of history to fatten into a studied Catholic nostalgia for less degenerate periods, while Amis soon put his academic career behind him, together with his promising poetry and his astringent literary criticism, cultivating instead a Waugh-like public peevishness, which could be taken for eccentricity. Though Bradbury makes his points carefully and cogently, he skirts around two important but uncomfortable questions: were Waugh and Amis careerist strategists who knew that they'd have been less popular if they'd allowed their formidable intelligence to infiltrate their fiction? (John Mortimer is another popular writer with more intelligence than he allows to appear in his books.) And what is it about the British cultural climate that encourages this falsifying modesty?

Occasionally, thanks partly to the Puritan tradition, we produce a critic who battles for higher standards of intelligence and maturity. In the essay "A Matter for Serious Scrutiny", Bradbury acknowledges: "Of all the intellectual influences on my early life, F R Leavis's was unquestionably the strongest. My convictions about the fundamental importance of the literary imagination, my sense of the artist as the essential critic of public life and personal experience, come very much from him . . ." The young Kingsley Amis was also influenced by Leavis, whose hostility to the Bloomsbury ethos infected many of those who arrived at intellectual maturity during the fifties. But Bradbury, unlike Waugh, Leavis and Amis, became passionately interested in cultural developments on the other side of the Channel. He is now one of our finest cartographers of modernism and post-modernism. The five useful essays reprinted at the beginning of this collection preserve a canny equilibrium between generalization and specific criticism.

But expertise in contemporary theories of fiction is not conductive to storytelling. In *The Novel Today*, the symposium Bradbury edited in 1977, B S Johnson wasn't alone in insisting on the need to reject stories, since stories are "lies". The first words in Bradbury's 1983 novel *Rates of Exchange* are "This is a book, and what it says is not true". His unmistakable partiality to storytelling – autobiographical anecdotes are admitted to his critical essays – is only one of his difficulties as a post-modernist novelist. Temperamentally he is in sympathy with the humanist values that underpinned the great tradition of the English novel. No less than E M Forster or Angus Wilson, he is a literary descendant of Jane Austen, and in the best of his fictions, *The History Man*, a life-denying tendency to abstraction is pitted against a life-affirming respect for the solidity of the self and the otherness of other people. Though the plot is solidly carpentered, it never looks old-fashioned, partly because his characters – university teachers – are self-conscious about fiction. Even the attractively empirical Miss Callendar knows that she must "listen to all stories with a certain healthy scepticism", while the meanly opportunistic Howard Kirk plots his career as if the past had no reality. Using totalitarian methods to accelerate the social revolution inside the university, he is convinced that he is on the side of history.

One critic, Claire Tomalin, has suggested that by fomenting hatred for the sociology-teaching radicals, the novel "may have helped Mrs Thatcher to win the 1979 election". This is unfair. By pointing accurately to what was going on – and not only in the universities – Bradbury was living up to his ideal of the artist as the essential critic of public life. In genuine pain at having to watch the steamroller of radical conformism pulverize the precious remains of Victorian liberalism, he protested eloquently and entertainingly. *Rates of Exchange*, which followed eight years later, was almost equally entertaining and important as an interpretation of contemporary history. Believing that life consists largely of making exchanges in different ways – sexual exchanges, political exchanges, financial exchanges – he structured the narrative around the word "exchange"; trying, through narrative, to analyse what we're exchanging when we have dealings with other people. His radio play, *Congress*, which was a spin-off from the novel, performed the same trick with the title word, exploring its sexual and non-sexual meanings. Set in central European cities, both novel and play showed how even attempts to exchange information could go comically wrong when foreigners thought they could speak English. The title of his new novella, *Cuts*, points to yet another use of wordplay as a structural principle. Far from approving of Mrs Thatcher, he tilts against the cuts her Government was imposing during the summer of 1986. But this time, as he attempts a broad farce featuring an eccentric television peer and a Gielgudlike actor-knight, we can't help making detrimental comparisons with the way Evelyn Waugh would have handled similar material.

The story is about a Midlands television company – not Granada but Eldorado – which abruptly commissions an unknown writer and extramural lecturer, Henry Babbacombe, to write a 13-part series. Eventually, of course, the series is cut. That the story was prompted by personal experience is confirmed by the essay "Adapting and Being Adaptable: The Novel and Television". Bradbury had been commissioned to adapt *Rates of Exchange* as a five-part series "only to have it cancelled for financial reasons after rehearsals and just before the first day of principal photography". Though he'd already had several experiences of television, he has never ceased to marvel at the contrast between writer's solitude and the flurry of collective activity that television galvanizes. It is not without regret that the novelist afterwards returns "to the Gutenberg world of writing and print, and to that extraordinary imaginative form where creation and invention can occur without any of this trouble, where at best the result will be decidedly better, but hardly known, hardly seen, hardly imagined, hardly remembered, because after all if it has not been on television it has not been fully published at all".

This is an attitude which would have enraged Dr Leavis, and if he is to be judged by his efforts to raise cultural standards, Bradbury is more serious as a novelist than he is as a critic. In both *The History Man* and *Rates of Exchange* he was faithful to his original ideal of the artist as critic of public life, but, marred as they are by idealization of the mass media and over-generosity to second-rate writers (such as Rex Warner and John Berger), the book reviews and shorter essays assort oddly with the admirable attempts to define modernism and post-modernism.

Polar opposites

Peter Vansittart on Rebecca West

Rebecca West: A Life. By Victoria Glendinning.
Weidenfeld and Nicolson £14.95. 0 297 79087 6.

Rebecca West was an early feminist allergic to Jung's assertion that a man should live as a man and a woman as a woman. She noted that men reserved the main advantages for themselves, confusing, in Glendinning's words, sexual freedom with sexual availability. H G Wells left her an unmarried mother. Prudently, she fled from Chaplin. Her own concern with abstractions, astringent political morality, contempt for the "weak affability" of most literary criticism, and for quietist weaklings who preferred to be right, rather than to do right, demolished distinction of gender. Essayist, critic, major journalist, historian, novelist, she wrote on Henry James, Augustine, Shakespeare, Proust, Kafka, the Nuremberg trial, post-war traitors and murderers, and much else. Her huge controversial book on Yugoslavia, *Black Lamb and Grey Falcon*, history, travel, autobiography, political philosophy. Glendinning rates "a great work of romantic art constructed over a framework of research and scholarship". One doubts if this would have been accepted as highest praise, though the book is an anthologist's delight: "This Orestes was an Illyrian adventurer who had at one time been secretary to Attila the Hun. It can never have been a satisfactory reference."

She was disrespectful to the established, even if they were her own friends: "Wells at least had an idea that people would have ideas if they were taught by other people who had some, and was also almost as sublime a controversalist as Voltaire when he met with an irrational fool, but Shaw stands for nothing but a Socialism which has nothing to it except a belief that it would be a nicer world if everybody were all clean and well fed, which is based on no analysis of man and depends on no theory of the State, and an entirely platitudinous denunciation of hypocrisy, which nowhere rises to the level of *Tartuffe*."

For G B S, devoid of malice, "she could handle a pen as brilliantly as I ever could, and much more savagely". Of this, we are given ample demonstration. Edward VIII reminded her of "a telephone exchange without enough subscribers". She despised Churchill, thought Harold Wilson a "laddered stocking", felt Thomas Hardy's ancestors must have included a weeping willow, and that Strindberg "could not write". To be embraced by Ford Madox Ford was "being like the toast under a poached egg"; Vera Brittain was "a trumpeting ass", Michael Arlen "every other inch a gentleman", and to Malcolm Muggeridge she wrote, without sending it, "you are, at any time, a revolting personality".

Her wit could be less melodious but more convincing than some of her metaphysical and philosophical generalizations. "It is sometimes very hard to tell the difference between history and the smell of skunk." Of the Parisian concierge, "How realist are the French to keep at their doorways a perpetual reminder that the body of man is contemptible and his nature fundamentally evil".

All this suggests a truculent, self-assured virago, sometimes rather silly, disturbed, fit to [illegible] knocking people flat. Victoria Glendinning described a personality very different. Born of a family genteel but run-down, West's intellectual rigour did not forbid a craving for pleasure, as literal and symbolic compensation for early deprivations, nor a belief that pleasure-lovers served society better than pleasure-haters. The early disappearance of a romantic, gifted but unsatisfactory father left her forever emotionally insecure, self-distrustful, sometimes paranoiac, with lasting sympathy for underdogs, refugees, losers, and with an inability to admit error. She was attractive: Violet Trefusis recalled "a voice like a crystal spring and eyes like two jungles", yet with effects that could over-alarm the men she most desired. A failed actress, she had an inner world of stark contrasts, in which she self-dramatized as frustrated wife, abandoned lover, maltreated mother, persecuted and misunderstood celebrity. She was whole-hearted but with saving irony, of powerful but frustrated sexuality, vulnerable physically and mentally, cleaving to such unsatisfactory father figures as Wells, Beaverbrook, and her own husband.

She saw herself as embattled in a man-made world of deplorable politics, arrant stupidity, considerable malice, in which communism and fascism were refugees for the witless, though some of her virulence towards political extremism came from her own psychological tendency to seek polar opposites to her actual beliefs. She



was to guard her independence ferociously, while expressing resentment towards the men who encouraged her to do so." One of these, the selfish philandering Wells, referred to her curious mixture of maturity and infantilism, though adding, "I had never met anything like her before, and I doubt if there was anything like her before".

This is not the full biography. Dame Rebecca desired two: a shortish one by Victoria Glendinning, a longer one by Stanley Olson. This first one gives perceptive comments on individual works, but is primarily a moving narrative of the life, sympathetic but not wide-eyed; economically phrased but fittingly wide-ranging.



"*A Prize Bull and a Prize Cabbage*", *by W Williams, 1804: one of the illustrations to James Ayres'* English Naive Painting 1750–1900 *(Thames and Hudson £6.95), which demonstrates in many delightful ways how freely the imagination can soar when unencumbered by an academic training.*

It takes a worried man . . .

Anne Sofer on the theme-songs of the Labour moderates

Choose Freedom: The Future of Democratic Socialism. By Roy Hattersley.
Michael Joseph £12.95. 7181 2483 9.
Freedom and Wealth in a Socialist Future. By Frank Field.
Constable £7.95. 0 09 467380 2.
Socialists in the Recession. By Giles Radice and Lisanne Radice.
Macmillan £8.95. 0 333 38846 1.

These three books by leading Labour moderates, all published within the last year, will give to future historians an interesting composite picture of the temper and aspirations of this political grouping in the eighth year of the Thatcher regimen. They also give – to those readers like myself whose obsession with education leads them first to check "e" in the index of any political treatise – a valuable, if somewhat limited, sidelight on the place education is seen to occupy in current socialist philosophy.

They have rather different purposes. Frank Field's book is a re-issue under a new title of his 1981 *Inequality in Britain: Freedom, welfare and the state*, with a new introduction by Neil Kinnock and a new postscript by Field himself. The original was an impressive documentation of the effects in Britain of our tax and benefit systems, together with an analysis of the "five welfare states": the traditional welfare state, as it is most commonly understood, and alongside it the four others that are just as influential in determining how wealth and services are distributed. These are the tax allowance welfare state, the unearned income welfare state, the private market welfare state and the company welfare state.

The new edition brings up to date the story of the widening gulf between rich and poor, and lists all the deliberate steps Mrs Thatcher's governments have taken to make the rich richer and the poor poorer. Frank Field's strength lies in making a powerful moral argument through the painstaking collection of facts rather than through polemic or exhortation, and this is a book well worth having.

The Radices' *Socialists in the Recession* also makes its argument through illustrative example. Its purpose is to prove that the socialist governments of Europe coped better with the recession of the Seventies and Eighties than did the right-wing administrations. Even when forced to curb public spending or impose austerity regimes, they managed to sustain employment and social programmes at more humane levels, and generally adopted policies that encouraged social cohesion.

It is a modest enough claim, backed with a wealth of economic data; but it rings with a slightly sad hollowness in the light of the swings to the right in several of these countries – Austria, Germany, France – in the last few months. If these governments were so effective, why did they get thrown out? Socialists are not good at being self-critical about the resonances of the word "socialist" in the wider apolitical public. However, the claims the Radices make for the success of Swedish social democracy have been confirmed recently by as unlikely a political ally as the *Economist*.

The Radices use the terms "socialist" and "social democrat" interchangeably, and indeed the existence in Europe of parties with both labels, some inside and some outside the Socialist International, is becoming a serious complication in the whole business of political definition. However, for the purposes of this book, the authors are sensibly more concerned with analysing the effects of particular economic policies than with fussing overmuch about political labels. In the introduction they claim that their enquiry is intended to be of interest "not only to committed Socialists, but to all who want to see Western democracies respond in a more creative and humane way to the problems of our time". This tone makes it possible to read this account with a comfortable mixture of interest, scepticism and sympathy.

Not so Roy Hattersley's heavy tome. *Choose Freedom* seems to have been written to annoy: on every other page a compulsory sneer at the SDP, as well as a patronizing rebuke to one or other rival faction within his own party. These usually start with a phrase like "Some socialists do not understand . . ." or "Socialists should never make the mistake of believing that . . ." It is reminiscent of a grammar school headmistress at her starchiest. ("Girls at *this* school do *not* eat ice-cream in the street!")

All three books repeatedly make a point that has become something of a worried theme song for the Labour Party. They stress that they care about *freedom* – but argue that freedom, to have reality, must depend on a certain degree of economic security. The Radices quote Olof Palme: "Freedom lies in security of employment and welfare." And Frank Field, who was singing this tune before most of the rest of the Labour Party, puts it thus: "The overriding aim [of reform] is to increase the freedom of large sections of the community by eradicating poverty."

This would seem to large sections of the population as incontrovertible. But Roy Hattersley tries to extend the argument further by using not the words "welfare", "security", "abolition of poverty", but the code word "equality" for them all. Equality, he says, is the chief means to the overriding aim of individual freedom; he quotes Crosland in support: "until we are truly equal we will not be truly free."

But what did Crosland, and what does he, actually mean by "truly equal"? Neither are promoting any notion of an actual arithmetic equality of income. Complete equality is rarely taken seriously as a possible, or even desirable goal. "Less inequality" would of course be agreed across a wide political spectrum as a moral and social priority. But when we ask "How far do we want to go?", we are lurching through the shifting sands of pragmatism – the argument being more one of degree than principle – rather than striding forward on the firm ground of ideology. Hattersley tries to keep his balance by swinging an intellectual cudgel round his head: with it he tries to batter the two concepts "freedom" and "equality" into synonymity. It doesn't work. On almost any definition of the words they are different – sometimes related and sometimes in conflict.

In attempting to make every policy proposal fit his neat formula of "Greater equality equals greater freedom", Hattersley seems to me to draw dangerously facile conclusions about education. The enemies are the familiar old socialist demons – the "rich and powerful" and the "aspiring middle class". He claims that to abolish the independent schools would increase the freedom of the children of the working class. But would it? Thinking of the quality of education now on offer to children trapped in the schools of Hackney or Bermondsey, I can think of other priorities. What would increase those children's freedom would be, on the one hand, to bring the quality of the worst schools in each area up to the quality of the best and, on the other, to make substantial improvements in the housing conditions and employment prospects of their parents. Hattersley may be ready for the redistributive side of this programme, but has nothing to say on the equally vexed question of how the quality of public service is to be improved.

Even Frank Field, who normally sees things with great honesty and clarity, seems short-sighted in his comments on education. While it is true that many existing concessions to the independent sector represent a subsidy to privilege, an obsession with this abuse blinds him to a much larger educational inequality which is arguably a far greater block to the freedom of majority. This is the inequality between the minority who continue their education at the state's expense to the age of 21 or 22, and the majority who make no further claim after the age of 16. If, in the future, trained intelligence and job mobility are to be important keys to personal freedom, then redistribution of educational resources is a nettle we will have to grasp.

The Radices' review of the European democracies says little about education – a pity, particularly given Giles Radice's present post. But what does come across clearly is the common policy in continental Europe (and it spreads well beyond the left-wing parties) of investing more heavily in education and training during a recession.

Nobody doubts that Labour would promote higher spending on education, in line with this common European pattern. But would they even know where to start on the issues of better quality and accountability in return for that higher spending?

A thin kind of history

Victorian Values. By James Walvin.
André Deutsch £9.95. 0 233 98106 3.

As historical adviser, Dr James Walvin certainly deserves a major share of the credit for the excellent Granada series *Victorian Values*. But although his accompanying book is intelligent and informative, it rather suffers from its origins. The formula it uses seems to work better on television than in print.

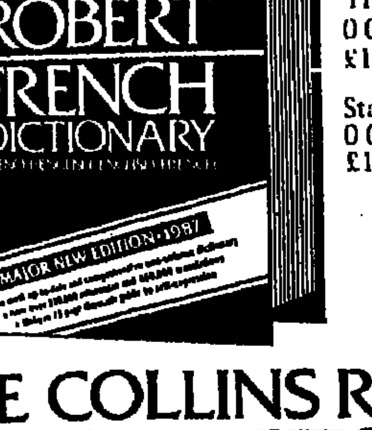
Received ideas about the Victorians tend to be so simple they can be stated in a couple of sentences, and the myths can then be shattered with a few striking counter-examples. If we believe, for example, that the Victorian age was an era of rugged individualism when the state refused to intervene in economic life, we will learn better from even a short film sequence of the 82 miles of the London sewerage system or the great town halls in the North of England – extraordinary monuments which have withstood the years almost as well as the presenter of the series, the excellent Bamber Gascoigne. Similarly, Dr Walvin tries to refute the idea that Victorians were sexually repressed and prudish with a few episodes of nude bathing at Ramsgate and Torquay, including the Rev Kilvert's fascinated description of a naked young girl. This is all right as far as it goes, but it results in a rather thin kind of social history.

The book's central stress is on the increasing urbanization of life during Victoria's reign. This may not have increased poverty, but it certainly made it far more visible. The manifest failure of *laissez faire* to alleviate distress led to state intervention. Walvin emphasizes the crucial importance of sanitation, as much as better medicine, in improving health. (Even the Thames below Parliament, during "The Great Stink" of 1858, was described by Disraeli as "a Stygian pool reeking with ineffable and intolerable horrors"; it is no surprise that legislation soon followed.) Yet in the year of Victoria's death, the young Churchill could still lament: "I can see little glory in an Empire which can rule the waves and is unable to flush its sewers." Such attitudes led to the birth of the welfare state, but the foundations had been laid long before – by clear-eyed reformers who had looked around them, seen intense suffering and tried to remedy it. Many were inspired by what was then a new idea – that "vices" are caused by bad environment as much as bad character.

Dr Walvin suggests that other "Victorian values" like piety were loudly favoured by a vocal minority precisely because most people were not pious. Private charity was common, but "of only marginal value to its recipients". The age did see new kinds of intense patriotism, but they may have been an outmoded liability to the nation even by 1901. Ideals such as thrift, which we may well admire, long predated 1837. All this forms a healthy, if hardly very startling, polemic. We are left to draw the morals we wish from the past; Dr Walvin's, it seems, are almost the exact opposite of Mrs Thatcher's.

Matthew Reisz

'La Passion des Mots'



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BOOKS

Don't wait for Godot

Youth Work. Edited by Tony Jeffs and Mark Smith.
Macmillan Education £5.95. 0 333 40984 1.
Getting Into Life. Edited by Halla Beloff. Methuen £16.95. 0 416 408508
Educational Responses to Adult Unemployment. By B. Senior and Naylor. Croom Helm £19.95. 0 7099 3329 0.
Groupwork. By Allan Brown. Gower £4.95. 0 566 05198 2.

For too long youth work has been considered the exclusive province of enthusiastic amateurs who claim to know instinctively what it is that young people want and need. Ironically, many who earn their living as youth workers have done most to give credence to this view. The reluctance of professional youth workers to struggle with the construction of youth work theory has left them borrowing bits and pieces of concepts and methods from their near neighbours in social, educational and leisure agencies. The result is a disparate service peopled by sincere but aimless individuals each doing their own thing.

The term "youth work" does not have a specific meaning and many workers try to explain their function in categories such as social worker, community worker, educator, "red-coat", caretaker and character builder. The authors of *Youth Work* – all of them current or recent practitioners – start from these common ways of describing what they do and investigate the theory and practice associated with each label. The result is a much-needed attempt at producing ground theory upon which it is hoped others will build.

The editors warn that the book is not a list of handy hints for desperate youth club workers. It is certainly more valuable than that and should be read by everyone who considers themselves to be doing youth work.

Getting Into Life is unusual if not unique in that it purports to be psychological research and yet is eminently readable. Those who enjoy poring over complex tables and intricate diagrams must look elsewhere for this book contains none. It is concerned with the seldom-studied 15s to mid-20s age band and investigates how they make sense of the complexity of social factors which affect – or even determine – their life choices.

The setting for this research is the natural habitat of the young people themselves – the home, the workplace, the social group. This enlightened approach enables the young people to be participants in the research rather than being cast as unwilling laboratory rats. The text makes extensive use of direct quotation without the authors finding it necessary to translate into academic jargon. One example is the chapter on occupational choice for young adults in the north-east of England which is headed "Shit jobs, govvy schemes and the dole".

In mixing fact, theory, ideas and methodology the contributors have rejected orthodoxy. Their findings provide a vivid insight into the experience of young people in the 1980s in transition from adolescence to adulthood.

Educational Responses to Adult Unemployment might appropriately be read in conjunction with the previous title. Both books provide graphic accounts of the effects of unemployment on individuals and their families. Senior and Naylor assert that current educational provision is too narrowly focused to benefit the majority of unemployed adults. They argue that the current high level of unemployment is likely to be a permanent feature of our society and that formal institutional responses are inadequate within the long-term perspective. Education for the unemployed needs to recognize their common condition – but also their individuality. It should seek to enable people to change their condition without the target of such change being the securing of paid work. Waiting for an upturn in the economic situation to solve problems is like waiting for Godot and of no use to those who need help now.

Community initiatives, informal and perhaps unofficial, are put forward as positive ways to encourage learning among those who have little to gain from current provision. Successive chapters investigate specific initiatives and provide models for distance teaching and self-paced learning schemes. Here is a challenge to further and continuing education to design flexible and pluralist systems which meet individual and community needs in ways other than providing qualifications for jobs which may not exist.

First published in 1979, Allan Brown's *Groupwork* (one in the excellent Community Care Practice Handbooks series) has been updated to take account of new thinking in the practice of groupwork. Imported from the US in the early Sixties this technique for working with people is now widely accepted and used by social workers, youth workers and others in the people professions. Newcomers to groupwork will find this a clear and comprehensive introduction to the subject. Starting with definitions and aims, it moves through group planning, contracting, leadership and processes and concludes with a chapter on evaluation skills. Experienced groupworkers should appreciate the up-to-date bibliography which lists nearly 150 relevant publications.

V Ernest Cox

On the breeze

Ribbin', Jivin' and Playin' the Dozens: the Persistent Dilemma in our Schools. By Herbert L Foster.
Harper & Row £15.25. 0 88410 982 8.

Student: "You married?"
Teacher: "Yeah."
Student: "Do you have a naked picture of your wife?"
Teacher: "What? Are you kidding?"
Student: "No. Do you want to buy one?"

So runs the exchange in "Reality 69", one of nearly 100 case studies used in *Ribbin', Jivin' and Playin' the Dozens* to show exactly what teachers can expect when working with the street-wise, hustling black youth of US inner-city schools. And if the "ribbing" of this extract is (however disrespectful) essentially good-humoured, many of Herbert L Foster's other "Realities" reflect an atmosphere in which implacable, unceasing hostility between staff and students is the frightening norm.

For Foster, one way of easing this tension would be for teachers to learn the language of the streets – the *Ribbin'* etc of the title – so that they may more effectively communicate with their students. To this end the author provides a clear and often entertaining account of the linguistic codes used by the many teenage groups that make up the student body in urban schools.

Such non-standard usages, so bewildering to the white, middle-class teacher, are forms which have evolved over generations to help cope with the "institutionalized white racism" that has, writes Foster, for so long pervaded American public life; these forms, explains jazzman Mezz Mezzrow, made up "a specialized breeze that would blow right over the white man's head". "Linguistic switching" – the adoption, when appropriate, of "streetcorner society" language – would, proposes Foster, improve student-teacher relations to the stage where teachers may "provide these youngsters with the middle-class usable skills that are needed for upward conditionin and social mobility".

"Linguistic switching" is not the only skill that comes in useful. Foster's own teacher education course offers tuition in "physical intervention techniques" and he recommends the usefulness of "interventionists" (a sort of cross between Dr Ruth and Mr T) in schools for those occasions when things get really sticky. But he is confident that his trainees will have been amply prepared for the fray, especially after they have undergone the ultimate test – "an urban adventure that includes riding alone on public transportation in the city of Buffalo."

It the mind boggles at such admissions, the heart simultaneously sinks at the thought that teaching should anywhere be so reduced to this kind of guerrilla warfare. And one is full of admiration for those who, like Foster, stay and fight – sometimes literally – when the odds are so stacked against them. Just how effective his disciples are is, however, anyone's guess; the book contains no follow-up studies or statistical tables to show rates of success/failure, and this must be judged a major weakness. For all that, those seeking a spirited, if sometimes depressing, glimpse of life in the blackboard jungle need look no further.

Laurence Alster

Christopher Andrew's Secret Service, now reissued as a Sceptre paperback (£5.95), is as thorough as the records will allow: an entertaining account of the development of the British Security Services up to the last War. RB

BOOKS IN CLASS

Filling in the blanks



Teaching GCSE History. By Gordon Batho, Martin Booth and Richard Brown.
Historical Association, 59a Kennington Park Road, London SE11. £1.40 members, £2.60 non-members. 0 85378 283 7.
Russia in Revolution. By J F Aylett. £2.50. 0 7131 7261 0.
China under Communism. By Paul Steel. £2.15. 7402 X.
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Politics in the United States: From Carter to Reagan. 0 94866 07 2.
Politics in China: From Mao to Deng. 0 948666 03 X.
Sandpiper World Politics Series, Linden House, Bath Road, Kiln Green, Reading, Berks RG10 9SE. £3.60 each.

For any history teacher still bewildered by the radical changes in examinations brought about by the introduction of GCSE, the Historical Association's closely-packed pamphlet is essential. It explains the origin and background to the new exam structure, the objectives of the National Criteria for history, the draft grade-related criteria, and the syllabuses of the various examining groups. Make sure your copy has an errata slip, since revised information is continually coming to hand.

Publishers too, are having to work fast to provide suitable class books. The Edward Arnold series (which has eight other titles) consists of 32, 48 or 64 page heavily illustrated pamphlets, some adapted for the new criteria from existing GCE texts, others newly written. The Russia volume, whose author follows it with another on *Russia under Stalin*, has excellent questions, and the American one provides ingenious ideas in dealing with essay-writing and marshalling an argument, but is perhaps a little short on "empathy" exercises and on what we must learn to call "higher level evidence analysis". Paul Steele's China book (preceded in the series by Michael Denning's *China 1900–49*) also has the kind of exercises that the National Criteria demand. The Middle East Volume takes the region's convoluted story up to 1986.

The Longman series, which has six more volumes besides those before me, consists of 32-page A4 booklets, set out mostly as a set of double-page spreads with large, dramatic photographs, well-chosen "sources" and a work section for each. Evidently intended for pupils of average ability the interest factor is high. There is a tendency for the questions to be of the factual recall and comprehension kind with "fill in the blanks" revision exercises. In terms of coverage, this series takes two volumes to take the US from 1920 to 1945, as opposed to the Arnold Series which takes the story in one volume up to Star Wars. Wise, or at least well-resourced, teachers will want to build up a repertoire from both series and their rivals.

Robert Service's study of the Russian revolution is not a GCSE text. It is part of a series meant for A level and higher education students, but as it is based on new and sometimes unpublished research sources, it is a valuable book for the teacher. For pupils, Adam Blackwood's profusely illustrated and up-to-date book on China is excellent background reading.

The two Conflict in the 20 Century books are something of a curiosity. The publishers say that they produce "*fine* children's information books" and these certainly are finely produced, with full colour printing and marvellous maps which would make all our other authors green with envy. The editorial panel includes British and American generals, Sandhurst lecturers and the editor of *Jane's Infantry Weapons*. This, I assume presents a military man's approach to history, and it sometimes leads to curious statements. Take this sentence from the Cold War book: "It gave a much needed boost to the reputation of the American armed forces, still trying to live down the humiliation of Vietnam." What can it refer to? Why the American "invasion" of Grenada of course. However, among the skills expected of candidates are assessment of the *utility* of evidence and consideration of the *reliability* of evidence.

Finally, the Sandpiper World Politics series. These are intended for students of politics from A level upward and are modestly produced A4-size books, revised annually, to bridge the gap between the date when the textbook ends and today's newspaper. Their value for the history teacher in school is obvious. The series also includes a volume on West Germany and the anonymous production team must be poised for the general election to update the British volume. Though they are centred on individual political leaders they discuss underlying long-term issues, politically, socially and in terms of economic trends and problems. They are important because the objectives of the new examination and its assessment will certainly require teachers to educate themselves as well as their students.

As analysed in the Historical Association pamphlet, the examining bodies give as much emphasis to the capacity to explain historical knowledge as to the ability to recall it, and expect pupils to be able to interpret current situations in a historical context. In their use of historical evidence, apart from comprehending it, they must "place it in context, detect bias, point to gaps and inconsistencies in evidence, distinguish fact, opinion and judgement, compare sources, and reach conclusions". And in constructing and communicating simple historical arguments, they must "select, evaluate and arrange material, use historical concepts", reveal empathy and of course communicate clearly and coherently. The exemplary pupils who achieve all this will need exemplary teachers, but will also need access, not to a single all-purpose textbook, but to as wide a range of source materials as they can lay their hands on.

Colin Ward



Diana de Marly's Working Dress (Batsford £17.50) is an illustrated history of "occupational" clothing from Medieval German metal-minders to Carmarthenshire cockle-women, to the inevitable ARP wardens. Above, a City maid-of-all-work in 1856.

Inquisition

It was "only a product of the society it served," insists Henry Kamen, discussing Inquisition and Society in Spain (Weidenfeld Paperbacks £9.95. 0 297 78649 0). He shows the "sinister tyranny" emerging from racial tensions, as Spain swallowed substantial alien communities of nominally Christianized Jews and Moors. A horrifying holocaust at the close of the 15th century disposed of that problem to most Spaniards' satisfaction; then the Inquisitin settled to the mundane task of dealing with perverts, bigamists, blasphemers and heretics. Its methods were nasty, and the "Black Legend" beloved of Spain's critics had some basis in fact. Kamen has developed his earlier history of the Inquisition into a fascinating series of essays on aspects of Spain's social and political history. TC

Poetic wit and wisdom

Audrey Laski looks at the latest paperbacks

CHILDREN'S LITERATURE

This is a marvellous time for books of verse, though I'm not sure about the suitability of Raymond Wilson's **Daft Davy** as a children's or even adolescents' book; its celebration of the life and death of a man with learning difficulties has a bleakness which may speak more clearly to adults (Faber £2.95). On the other hand, as an anthologist, Wilson has produced in **Nine O'Clock Bell** a very fine collection of poems about school (illustrated by Jon Riley, Puffin £1.95); there are many surprises here as well as the expected favourites, though I think it's a pity in such an anthology to publish "The Best of School" without "Last Lesson of the Afternoon" – Lawrence's two contrasting views of the teacher's experience.

Most of the rest are welcome reprintings of classics: Hilaire Belloc's perennially popular **Selected Cautionary Verses** (illustrated by B T B and Nicholas Bentchley, Puffin Classics £1.95); the less well known but delightful **Kings and Queens** by Eleanor and Herbert Farjeon (Eleanor and Herbert Farjeon, illustrated by Robin Jacques, Puffin £1.50), and a collection of Edward Lear's nonsense rhymes under the title **Gromboolian Poems**, remarkably illustrated by Jenny Thorne with cod textbook illustrations of the flora and fauna of Lear's country of imagination. **Hairy Tales and Nursery Crimes** is a mixture of verse and prose, Michael Rosen's reworkings of nursery classics full of outrageous puns and malapropisms – a lesson in language for any well-conditioned young reader or listener (illustrated by Alan Baker, Fontana Young Lions £1.75).

No doubt the subversive quality of Rosen's book would lay it open to censorship in some societies; Nat Hentoff has been troubled enough by the movement, for a variety of reasons, towards library censorship in American schools to write a novel about it: **The Day They Came to Arrest the Book** (Puffin Plus £1.95). His intention is good and his presentation evenly balanced; unfortunately, this seems to have led to a surprising lack of drama and humour from so experienced a writer; a pity, since the theme deserves stronger communication. Still, I would prefer any amount of Hentoff's stodginess to the febrile excitements of **Beyond the Chocolate War**, Robert Cormier's return to the world of sadistic fun and games of Trinity High, the Catholic school run by a sadistic secret society; I would admire this specious writer more if he did not enjoy the unpleasantness so much (Fontana Lions £2.25).

From this it is a joy to turn to a writer of real quality like Peter Dickinson, even when, as I think, he is not at his best; **Annerton Pit** (Puffin £1.95) is very good on the experience of blindness and the way his hero can make his perceived handicap his strength in an adventure, but the ambivalence towards the supernatural blurs the narrative. All reservations fall away in considering his more recent story, **A Box of Nothing** (illustrated by Ian Newsham, Magnet £1.75), a fantasy so huge and clever in conception, so easy and lively in the telling that it must become a classic. He has found the poetry in the Second Law of Thermodynamics and the Big Bang theory of the universe and is going to explode wonderfully in a lot of bright 10-year-old minds.

James, his hero, finds mathematics easier than art, and would enjoy both **The Puffin Book if Brainteasers** (Eric Emmet, illustrated by Rowan Barnes-Murphy, £1.95) and **Johnny Ball's Second Thinks** (illustrated by David Woodroffe, Puffin £1.75), two bumper collections of puzzles and quiddities. The latest entrant to the lists with the kind of programmed story where the movement through the text depends not just on choices but on the successful solving of brainteasers is Michael Hoh with **The Great Spy Race** and other titles (illustrated by Marilyn Day, Armada £1.75). Here, the reader is a secret agent with a mission and all sorts of anagrams, general knowledge quizzes and logic puzzles to solve on the way: implausible and relentlessly jokey, but quite fun; bookish parents will appreciate the giant cockroach called Kafka. Similarly jokey, and similarly obsessed with vampires (there Count Jugula, here the dreaded rabbit Bunnicula), **The Celery Stalks at Midnight** presents its doggy hero and his friends with a horror mystery to solve; there are other stories in this series to satisfy harmlessly the taste for night shrieks and detection that starts so young, these days. (James Howe, illustrated by Leslie Morrill, Dragon £1.75). Young detectives may also like **Radio Detective** (John Escott, illustrated by Maureen Bradley, Young Puffin £1.50) and **The Mystery of the Missing Train** (Terrance Dicks, illustrated by Valerie Littlewood, Knight £1.50), two easy-to-read adventures in which small boys solve mysteries, not necessarily criminal; both are pleasant and entertaining rather than exciting.

There is a pleasantly increasing collection of these short, bright stories for new readers to manage on their own. Young Corgi have a new series of which Jacqueline Wilson's **The Killer Tadpole** is a good example (a story, which, in 57 short pages, copiously illustrated by Lesley Smith, packs in bullying, the beginning of friendship, and a pleasant conceit about a tadpole that keeps growing. Many of these books are about boys, probably less through gender preference than in a laudable desire to encourage these less successful readers; **One Nil** has as hero a boy who prefers football to lessons and may draw similar youngsters in with its agreeable piece of wish-fulfilment about playing with the England squad (Tony Bradman, illustrated by Jon Riley, Young Puffin £1.50).

Another approach to possible reluctant readers is through the strip cartoon; **Chips and Jessie** is a jolly set of everyday stories by Shirley Hughes told mainly by this means; her vigorous line is a great reinforcement to the words (Fontana Young Lions £1.75). **The Willow Street Kids** tells a less reassuring story, though it tells it as reassuringly as possible; Michele Elliott's purpose is to inform and encourage children at risk from adults. The message is that it is all right to say no, all right to tell; that children are entitled to security and privacy. It suffers somewhat from the constraints of its purpose, but manages to do a difficult job honestly, even when it goes on to the delicate area of incest (illustrated by Jill Bennett, Piccolo £1.75).

For older readers, family life is constantly acknowledged to be difficult, even if not dangerous. Come Back Soon is about the misery of a girl whose mother leaves home; Judy Gardiner handles this potentially heavy theme lightly, which may give the book a particular usefulness (Puffin £1.75). Much deeper, with a carefully planned, emotionally stretching surprise climax is **Starry Night**, by the Catherine Sefton who is really Martin Waddell; this author goes from strength to strength and it is not surprising that this very good novel won the Other Award (Magnet £1.75).

Finally, two odd unclassifiables. **My Holiday in France** is an ingenious idea for helping children to make the most of a holiday abroad, providing a prepared holiday diary for detection and addition, written by Lisa Mostyn and illustrated by David Mostyn (Carp £1.95). **Spain** is also available. And to encourage the holidaymaker to turn misadventures into visual jokes, there is **Drawing Cartoons and Caricatures**, a book of excellently sound advice by budding graphic artists (Usborne £1.95).



"No! No! No!" Mr Punch!

The Punch & Judy Book by Ron Maris (Picture Lions £2.25) wittily presents a typical Punch and Judy show by means of full-page illustrations and split pages. An endpage note describes the history of Punch.

Sound formula

The Everyday Life of . . . An Irish Pilgrim . . . A German Printer. By Giovanni Caselli. 0 356 11373 6/11374 4.
Macdonald £4.50 each.
Life and Times: Minos and the Cretans. By J H P Gibb. Dickens and the Victorians. By Stewart Ross. 0 85078 763 7/620 7.
Wayland £5.75 each.
How They Lived: A Slave in Ancient Greece. By Miriam Moss. An Inca Farmer. By Marion Morrison. A Samurai Warrior. By Anne Steel. A Tudor Merchant. By Barry and Anne Steel. 0 85078 622 3/799 8/798 X/547 2.
Wayland £4.50 each.
Living History: The Incas. By Lucilla Watson. The Middle Ages. Cavaliers and Roundheads. Both by Barry and Anne Steel. 0 85078 731 9/807 2/805 6.
Wayland £3.75 each.

Find a good formula and stick to it. You cannot help noting a hint of the assembly line about these books: touch one switch and you can churn out for *A Samurai Warrior* what you've just produced for *A Slave in Ancient Greece*; touch another and you rejig *An Inca Farmer* (for 11-year-olds) as *The Incas* (for 8-year-olds). No harm if the formula is sound.

In this case it has plenty to offer: interesting information adapted to the appropriate level; colourful pictures mixing imaginative reconstruction and photographs; index, glossary and booklist (in the case of Wayland publications, not surprisingly, a trifle incestuous) to suggest independent investigation and fuller enquiry. Case your 30-odd pages in sturdy pictorial boards, and then recover your costs with a fairly stiff price. For just under £20 you can fill eight whole centimetres of shelf space.

There are problems. How to avoid a catalogue of impersonal fact? How to inspire a story element? How to suggest painful accuracy and the breath of life? How to make sure kids get on the inside, living it all "for real" instead of just peering at a distant world through someone else's smudgy window?

Perhaps you try the individual as focus: *Dickens*, perhaps, as observer. "No one captured the spirit of the age better," according to Stewart Ross, and he frequently refers to novels and characters (though the only quotation is one Pickwickian remark). But his Dickens is no more than a peg on which to hang miscellaneous information (very miscellaneous; somehow Dr Crippen makes a full-colour appearance). *Minos* is more successful. It has a real hero, Arthur Evans, and archaeologists, detective-discoverers, are invaluable companions in uncovering the past.

An alternative is the invented central character. The *Irish Pilgrim* is a boy sent off to follow Columbanus, while the apprentice *German Printer* happens to be young Albrecht Dürer's best friend in 15th-century Nuremberg.

Perhaps you prefer the life-giving anecdote, to throw individuals into sharp focus and show them in action; or would you let them speak for themselves in their own words? Neither method finds favour here. Role-playing and practical activity is suggested in the *Living History* series, aimed at younger children. Make yourself a cardboard knightly helmet and shield, a plasticine llama, a cardboard cavalier's "sabre" (!), and presumably play purposefully with them. The directions provided rather suggest that the authors have not always practised their own bright ideas.

These books' main hope of closing the gap between reader and reality is through their illustrations, and these are sometimes sadly disappointing. Each series makes perfunctory use of the real thing, colourful drawings for Macdonald, photographs and contemporary illustration for Wayland. All rely mainly on reconstruction drawings, careful and purposeful for Macdonald, vigorous but rather less careful for Wayland. Crude drawing, slapdash detail and garish colour are particularly disastrous in *Dickens and the Victorians*, though other Wayland artists (notably John James in *Tudor Merchant* and *Samurai Warrior*) are more realistic and helpful. The Caselli pictures do better: the people are real, their settings full of varied interest, their detail soundly based on contemporary sources. Not that even Caselli is wholly free, in picture or text, from occasional absurdity or anachronism.

The historical illustrator treads a minefield beset with dangers. When publishers and authors rely as heavily as these do on artists to get across their message, they must needs select them, inspire, guide and use them with more care than is sometimes the case here.

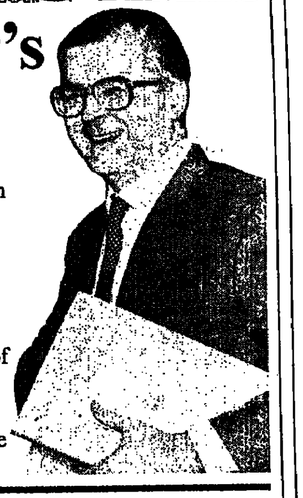
Tom Corfe



Cut out and keep: from Greeks, part of the British Museum's Paper Pageants series devised and illustrated by Beverly Saunders. (Cape/BM £3.95.)

THE TIMES
Baker's class

As Education Secretary Kenneth Baker prepares to mark his first anniversary in charge of the nation's schools, *The Times* next week gets inside the Department of Education to examine the genesis of change and assess the role of its architects





. . . and regularly in *The Times*, **Bernard Levin** on the way we live now, **Philip Howard** on words, **John Clare** on education, **David Miller** and **Simon Barnes** on sport, **Irving Wardle** at the theatre, **Frances Gibb** on the law, **Peter Ackroyd** on books, **Barbara Amiel's** viewpoint, **David Robinson** on the cinema . . . and much more

THE TIMES
The world's most famous newspaper 25p

Work in progress

Nick Baker on opportunities for young playwrights

The Royal Court Theatre in London was the first to run a young playwrights' festival, 13 years ago. This will be the first year they have not done so, and the omission marks a turning point in the way young playwrights' events, festivals and competitions, now popular all over the country, are run.

The Royal Court Young People's Theatre has missed a year in order to devise a scheme that doesn't end with the "prize" of a professional production for a handful of young playwrights. The emphasis will be on process, rather than product. Writers under 20 years old in three targeted Regional Arts Association areas will receive continuous attention both from the YPT and the main house, throughout the year. Artistic director Max Stafford Clark is one of the professionals pledged to give personal help. The idea is to stimulate writing both by direct work with young people, and by running sessions with teachers, community workers and youth workers. Selected writers in each of the three yet to be named areas will then go on to intensive long weekend sessions, working with professionals on final drafts of scripts. From these sets of writers, a varied three week programme of productions will be mounted (in June '88) at the Royal Court Upstairs and in one regional venue.



A scene from last year's Royal Court Young People's Theatre production of Women and Sisters

Like many of her colleagues in the field, Royal Court YPT director Elyse Dodgson flinches at the word "competition". She wants to make the festival "about the potential of the many, more than the excellence of the few", and there are plans to encourage writing from minority groups, and a special series of workshops integrating disabled and able bodied young writers. All the same, to guarantee a good final programme, an element of selection (if not competition) will still be there.

The RSC at Stratford is also having a break and a re-think, after two successive years of running such an event. Education officer Tony Hill explains that there's a danger in creating false expectations among those who get their work performed, and sees a primary duty to provide an educational experience rather than a competitive one, or one that's based on giving the playwrights a professional training.

Like many of his colleagues in Young People's theatre, Hill adheres to the ideal that it's primarily an educational and recreational process based on giving people as broad a practical experience of theatre as is possible. That process, however, is much harder to provide for young writers than it is for actors, designers or technicians. And while it's crucially important in the long term for theatres to keep a finger on the youth pulse, Hill is not alone in stressing that young playwrights' events' main purpose is *not* to create theatre PR or "trawl" for much sought after new talent: All the same, Heidi Thomas, who won an under 21 special category prize in a National Youth Theatre competition two years ago will have her new play about slavery, *Indigo*, premiered at Stratford later in the year.

Stratford East's London Young Playwrights' Festival looks like being the shape of events to come, with the accent firmly on teaching and workshop sessions from professionals, and not on "finished" main house work.

"If you're organizing a competition, you're getting rid of people," says Derek Brown, who ran this year's festival. "The idea is to allow everyone to come. The ones who want to can get professional advice to show scripts to directors, who are often in a better position to advise than writers." Stratford East has also managed to fund regular workshop sessions for young writers, as a direct result of the festival's success. For Brown, the discovery of an immediately stageworthy new writer is a pleasant bonus.

There's strong interest from the Theatre Royal in one young playwright, Harwent Bains, who first came to light at the festival. His play, *Fighting Kite* will soon be seen in a workshop production and there's a strong chance of a main house showing.

There are still considerable differences in approach to this type of event. At one end of the scale, there's still the straightforward competition, like that at Liverpool Playhouse, sponsored by National Girobank and judged by a team led by Alan Bleasdale.

Competitions, though, can have their pitfalls. It was recently announced that this year's winning play in the Liverpool competition was not an original work, but an adaptation of a play originally written by the entrant's father. It was swiftly demoted.

That sort of problem couldn't arise in intensive workshop-style courses like those offered by the Soho Poly Theatre. Under the title *Blueprints*, the Poly selects twelve 16 to 25 year olds to take part in a two-week course. Participants are selected on the basis of a one-page synopsis or starting point for a play, and work in progress, rather than finished professional productions is presented at the end. The benefit here is that the experience is much more concentrated than that which could be offered to all at Stratford East's London Young Playwrights' festival, where the turn out was 50 people a day.

However, with so many new events springing up, how can organizers be sure that the more determined writers aren't entering festival after festival with the same work? It has been known to happen. "It's the quality of the ideas that we concentrate on," answers Soho Poly's Penny Shelton: "Frankly, if people do enter more than one event, I'd say more power to them."

There are regional variations, too, with events in Wales and Scotland. The Made in Wales stage company run their yearly event for under 21's on the competition model (one winner getting a £50 prize plus a production), but its Scottish counterpart, run by the Scottish Youth Theatre is undergoing a change. Until now, three scripts from young writers have been selected each year for production. This autumn, 12 new playwrights will be invited to take part in a two-week workshop style festival, culminating in rehearsed readings.

Variants on the theme can be by gender as well as by region. South London's Albany Theatre are organizing "Second Wave", a competition for women between 13 and 30 aimed at "redressing the balance of female playwrights in the British Theatre today". Incidentally, no such imbalance exists in young playwrights' events, which seem healthily mixed.

It's the second year that the Albany has run such an event, and although it's along the old competitive lines, the facts that it extends to the upper age limit of 30, and that last year's average entrant was 24 bring to light an important point. According to festival director Anne Considine, it means that mothers who have brought up young children aren't necessarily left out. Take the point one step further and it could be argued that there should be opportunities for aspiring playwrights – or those who just enjoy writing plays and want to do it better – irrespective of age as well as sex.

Young Playwrights' Events: Information

Made in Wales's Young Playwright Competition culminates with this year's winning play, *P G* by Jesse Schwenk, Sherman Theatre Cardiff, until tonight as part of Made in Wales's *Write On!* Festival.

Liverpool Playhouse Studio: May 7 to 30: Staging of the four winning plays from the Playhouse Young Writers' Festival, Sponsored by National Girobank.

Closing date for script entries to *Second Wave* at the The Albany Empire, Douglas Way, London SE8 4AG is July 18, 1987. Open to women between 13 and 30. Selected plays will be performed in November of this year. Entrants will receive a written critique of their work.

Scottish Youth Theatre's Young Playwrights Festival: Closing date for entries September 30. Details from SYT, 48 Albany Street, Edinburgh EH1 3QR.

New Playwrights Trust is an organization of playwrights, aspiring playwrights and other interested people and organizations, set up to support and develop the work of new playwrights of all ages. NPT's mailing information includes details of all forthcoming playwrighting events: NPT, Bethnal Green Library, Cambridge Heath Road, London E2 0HL. 01 981 6798.

Teacher's role

David Self on teaching drama

Stages in Drama. By Kate Smith. Foulsham £1.75. 572 001359 0. Teacher's Edition £3.50. 572 001360 4.

This is a book to please under-achievers – and I don't just mean pupils. Ostensibly a "drama coursework book" for 9 to 16 year-olds, it boasts in its preface that its "lessons are addressed to the pupils themselves and need little participation from the teacher."

Indeed, it is the first textbook I have seen which actually suggests that teachers might like to keep copies of it at home as well as at school for occasions when they do not feel up to going in. "After all, it is much simpler to phone through a couple of page numbers or say 'choose any suitable lesson from the book *Stages in Drama*' than sit down at 7.30 in the morning and start thinking up possible drama lessons".

Would that its pages contained something constructive or supportive for the forsaken pupils. One lesson asks simply that pupils "Draw just the face or even the whole body to show each of these characters: witch or devil, fat landlady, someone from outer space, any character from the past, drunken man or tramp." And that lesson, heaven help us, comes with the warning that it is more suitable for the older end of the age range. Another "simple lesson which can be taken by any teacher" is for groups to choose one of four titles (The Mistake, Voices in the Dark, The Secret and Help!) and work out an improvisation in some way connected to the title. There are no hints on characterization, structure or development: simply a suggestion that pupils who have worked hard might wish to show their work to the class.

This vagueness recurs again and again. "Show any of your work if you wish." "Play the game for a further few minutes." "The game continues until . . . the bell goes." A lesson on interviews begins, "*Quickly* act out *three* very different interviews." (The author's italics; not mine.) A few lines later, pupils are asked to think about the "acting" they have done. "Have you really built up reality into your characters?"

These activities are interrupted by superficial outlines of Greek, medieval, Shakespearean and Victorian theatre. There are questionnaires ("so much more fun to do than most other kinds of written work"), a few line drawings and such comforts as "Read through the lesson with the class before beginning and then relax as pupils enjoy the challenge . . . " If you want a "drama coursework book" that will keep pupils firmly within the bottom band of achievement as defined in the London and East Anglian GCSE drama syllabus, this is it. If you want a book simply to cover your absences, this could be it. Just don't be surprised when you get back to find that drama has been removed from the timetable.

Time for Drama. By Roma Burgess and Pamela Gaudry. Open University Press £6.95. 335 15249 X.

It is something of a surprise to find this "handbook for secondary teachers" in Anthony Adams' generally excellent English, Language and Education series. Surprising not because it is primarily a book for specialist drama teachers, and certainly not because it is Australian in its origins and preoccupations. (Hulks, convicts, transportation, and Ned Kelly are followed by a mastermind-level project, History of Australian Drama 1950–1970.)

It all begins very soundly. You can tell this because the authors write a lot about "human development learning", "commonality" and "the social health of the group". What is genuinely acceptable is that the book is agreeably non-partisan. It rejects such pointless arguments as "theatre verses drama", "subject versus method" and "process versus product". It accepts that the strange subject can embrace personal growth and the school play, small group improvization and theatre visits. It also sees a role for the teacher beyond that of jolly Redcoat or social worker.

But this is where the surprises begin. Yes, the drama teacher must initiate, encourage and, yes, *teach* and even correct. But in successive chapters on "educational" or classroom drama, Burgess and Gaudry see the teacher as playwright, director and actor. It is no wonder then that many of the lesson plans that form a large part of the book are so very prescriptive. With their detailed instructions and closely controlled movement exercises they are at times reminiscent of early *Music and Movement* programmes: "Students are spaced around the room and develop . . . frozen body sculptures." As we progress upwards through the school they become even less imaginative. "Read the texts. Write a brief summary of the plot. Write a short description of the main characters. Describe the settings . . . "

Yes, it is good to find a book that is both theoretical and practical and it is interesting to consider the similarities between drama in education and theatre but, ultimately, this book's main appeal will be to students hoping to crib one essay and two teaching practice lessons from the same source.

Classroom cues and clues

Plays for Today. By Michael Church and Betty Tadman. Longman Knockout £1.60. 0 582 24392 0

Michael Church and Betty Tadman have taken a tried and tested teaching strategy and used it as the basis for an interesting set of starter plays. All 25 are incomplete in themselves, but they have "a hidden past and a hidden future". Thus they can be read, acted, discussed, continued, or used as a stimulus for new writing. They are conveniently grouped under broad themes: Colliding Worlds, Family Affairs, Growing Pains, Cross Purposes – and the final section, simply a collection of off-beat newspaper cuttings, reveals something of the authors' own method, encouraging children to embark on their own work.

Contemporary issues are examined in a genuinely contemporary setting. We are concerned with characters from different ethnic backgrounds; there is an attempt to show women in a variety of roles; we meet one-parent families, children brought up by grandparents; not necessarily portrayed as a *problem* in themselves, but forming a recognized back-cloth against which other questions are raised. Some ideas owe a lot to soap opera, and are probably the more powerful teaching tool as a result. I particularly liked "Redundant" and "Uncle Mac", two short open-ended pieces offering scope for students and plenty of room for teachers to deepen the response. Sometimes the writing offered is so slight, almost inviting children to develop characters as caricatures, or stereotypes. On other occasions, the authors may have done too much – children attempting to complete the work will find that the best ideas for writing have been done for them. Also examples, though, are easy to read, challenging, and thought provoking.

I'm sure English and Drama teachers will find this book useful, perhaps for GCSE coursework. It would also form a sound basis for a series of cover lessons to be taught by non-specialists, and could be widely used in lifeskills, or tutorial programmes.

David Sheppard

Ideas in residence

Judy Meewezen on a primary drama project

Theatre-in-education companies and drama in education depend upon a teaching profession which is prepared to acknowledge the authenticity of dramatic experience as a learning process and teachers who will, to a lesser or greater extent, immerse themselves in it amongst their pupils. At Charlotte Mason College in Ambleside, Kathy Joyce has recently designed a new syllabus for drama specialists on the B.Ed degree course in Primary Education. When the Cumbrian Education Authority issued a policy statement pledging a commitment to multicultural education, the two new plays on offer by the Theatre Centre in Islington seemed an ideal basis from which to get the ball rolling. A residency of three weeks was arranged to include workshops and performances at the college and at schools in the surrounding area. Students, teachers, pupils and parents were all invited to join in. Naturally the presence of a theatre company, particularly one with such exquisite credentials, is an invaluable boost for specialists, but students and teachers who did not normally teach drama took up the opportunities to partake in workshops and discussions arranged outside scheduled college timetables. Kathy Joyce was delighted at the response. "Almost every student in the college could perceive the quality of TIE work; they could see that far from being patronising, it is also enjoyable for adults on their own terms."

Coming from their base in Islington to tiny schools scattered on the Cumbrian hillside must have been something of a culture shock to the two companies who visited Charlotte Mason from Theatre Centre after tours of London and Bradford. Lin Coughlin, author of one of the plays, assured me that her first priority as a writer was to begin with the child's experience. Since the cultural bases of potential audiences differed so widely, it was important to settle on universal ideas within the experiences of the characters, which might be relevant to people who hadn't shared in them.

The strength of Ms Coughlin's work is clearly in the depth and clarity of the characterization. Her play, *The Fantastic Forgotten Voyage* is the fictitious weaving together of a number of biographies of remarkable women. Their histories have gone largely unrecorded, but for fragments of diaries and notebooks. In 1718 an Irish woman, Ann Clancy, sailed around the world alone in a boat she had built herself. In the course of the play, the sailor arrives in Jamaica and meets a herbalist and engineer and later an American writer. When the boat returns to Ireland with all three of them aboard, they harbour an Irish woman on the run from the English for the crimes of playing music and telling stories. As well as the hidden history of each of the four women, there is a hidden history of the oppression of the Irish, which is given historical links with the better known atrocities in Jamaica. Fortunately the play does not dwell with bitterness on its political aspects, but examines the characters in detail, presenting a shining, positive image of each woman. Their loss is spoken not so much in socio-economic terms as from the point of view of the absence of a lasting voice, with which their achievements may be publicly declared.

Asha Bandele, excellent in the role of Pilo the herbalist, described some of the difference in audience response: "The black kids, when they hear me mention a certain herb or a type of food, they are pleased because that's something they know at home; it's a healthy acknowledgement of their own culture. Up here, you sometimes get the feeling they haven't seen black people close up before, and there's something very special about that, too." Every performance was followed by a lively question time, when children were also free to play on musical instruments and examine Ann Clancy's boat and Pilo's inventions.

The teachers' notes provide some useful further information about Jamaica, Ireland and forgotten women. (They don't, by the way, mention a heroine of Dorothy Heathcote, Harriet Finlay Johnson, a nineteenth century village schoolmistress with an innovative, but neglected approach to drama teaching). It's an interesting booklet nevertheless, though I would question the wisdom of asserting in the teachers' notes that "men have abused, devalued and attempted to erase women from history", when the neglect is simply the wretched by-product of an ancient, albeit outdated, social system.

Noel Greig's play for infants, *Whispers in the Dark*, also examines the suppression of culture, but in an imaginary and allegorical context. Three itinerant storytellers live in fear of giants who govern the land and forbid the telling of stories. It's an imaginative tale, well told with traditional theatre and circus skills.

Both plays offer a wealth of ideas for classrooms, providing sparkling stimulation not only for drama sessions, but for social history, art and craft, domestic science and intermediate technology. Proof yet again that the processes of theatre can be thrust to the centre of the curriculum! Theatre Centre's lively residency will have lodged a memorable approach to learning in the college corridors, which must help to propel the success and status of the new initiative for drama in the primary shool.



A scene from *Whispers in the Dark*

Highlights and low

Marsha Hanlon asks how theatres are preparing for GCSE

How to cope with the GCSE literature syllabus is not only being debated in school staff rooms, but in theatre green rooms as well. For repertory companies whose annual Shakespeare production is chosen with an eye to school matinees, and for theatre-in-education groups whose participatory drama workshops are based on O level set texts, freedom for schools to choose their own reading raises important issues.

If there is no syllabus requirement to study a complete Shakespeare play (or, indeed, any Shakespeare at all), do theatres have a responsibility to make one of his plays available to school students? Should theatres decide what's good for pupils, or is their educational role merely to respond to teachers' needs? If so, how can they simultaneously meet the needs of one school studying the literature of World War One for GCSE, and another examining gender roles in literature? And, of overriding importance, how can they now choose a play that will bring in the bookings?

One recurring concern relates particularly to Shakespeare. "I can't see many schools completely opting out of teaching Shakespeare," says John Taylor, director of the Schools Shakespeare Workshop run by the Orange Tree Theatre in Surrey. "But some teachers, afraid that children find him difficult or boring, may decide to study only highlights – scenes filled with action or romance or humour. This is potentially very limiting. Eventually you have to look at a play in its entirety to understand its structure." Gordon Scammell, education officer of the Royal Shakespeare Company, agrees. "You might as well read two lines of a poem," he says; "or listen to popular arias without ever appreciating the rich tapestry of a complete opera." He believes the option to offer pupils "Shakespeare's greatest hits" instead of a complete play is a weakness of GCSE. "But it's not up to theatres to change things. That's for the teaching profession to do. Our responsibility, as I see it, is to give support and encouragement to those who want to teach Shakespeare properly."

Mr Scammell anticipates no shortage of right-thinking English teachers, having just met with the enthusiastic group seconded this term to the Cambridge Institute of Education's Shakespeare and Schools Project. "It can't see any of *them* teaching highlights," he says, "and there are many more like them who'll take the lead and influence their colleagues. They're the kind of teachers the RSC and other theatres will want to support."

One of those seconded to the Shakespeare and Schools Project last term is Leeds teacher Jennifer Spence, who's researching the implications of GCSE for Shakespeare teaching. She's optimistic about the future, when the study of literature is no longer viewed as "a conspiracy between teachers and pupils to defeat the examiners." She looks forward to a time when seeing Shakespeare performed will be a happier experience for pupils, as they won't worry whether it will improve their exam results.



Falstaff: a survivor?

She regretfully admits, though, that "in 15 years a lot more pupils will leave school without having seen a complete Shakespeare play, or even studying one". Asking parents to pay £10 for a theatre ticket will be more difficult if the production isn't exam-related, she says, so repertory theatres must work harder to justify the expense of a theatre visit. Not only will they have to improve production standards, but they'll also have to persuade teachers of their relevance.

As for TIE workshops, they'd be more cost-effective if they were aimed at teachers instead of pupils. Jennifer Spence would like to see groups of teachers taking part in drama workshops (demonstrating various ways to interpret a scene or a character, selecting costumes and props to enhance each interpretation), then using these techniques for classroom participation. If teachers can be shown how to adapt the techniques to whatever text they're using, TIE groups won't be faced with the impossible task of selecting one play suitable for every school.

Most theatre companies which perform for student audiences are just beginning to realize the implications of GCSE for them. Whether theatre-based or schools-based, whether they present full productions or workshop scenes, they know they'll soon have to alter their approach as well as their programmes, although they admit they need advice. "In addition to talking directly with schools," says the Young Vic's administrator Jill Trevellick, "we'll need a closer association with local education authorities." She hopes that English and drama advisers can serve as two-way filters, advising theatres on how to adapt as well as suggesting how theatres can help teachers use their new freedom.

Certainly GCSE offers opportunities for schools and theatres to liaise more closely, and this is a move the theatres welcome, but they'll need the active cooperation of teachers who are willing to join them in uncharted theatrical and literary territory. GCSE may not have provided much of a map for this new world, but the opportunity for exploratory expeditions is there.

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ARTS



Setting the stage

British Theatre Design 1983–87, Riverside Studios until May 24.

Theatre design is one of our finest international achievements and this third exhibition, organized by the Society of British Theatre Designers, is a justified celebration. The range alone is enormous, from Terry Parson's outrageously camp costumes for Danny La Rue's *Mother Goose* (Theatre Royal, Plymouth) via Richard Hudson's elegant assemblage of the Paris Opéra for Offenbach's *La Vie Parisienne* (Scottish Opera) to Framework's vast environmental performances, like Aristophanes' *The Birds* (Custom House Theatre) played out of doors and employing more than 30 designers, each separately commercially funded. The mere provision of suitable costumes and settings has almost disappeared, whether the production be for the most humble touring company or a West-End blockbuster musical. Today, we all expect designers to make a creative contribution and, as this splendid show confirms, they invariably do.

For many, the electronic, computerized technology of John Napier's roller-coaster spectacle for *Starlight Express* (Apollo, Victoria) outdid Andrew Lloyd Webber's music, but if this was both exceptional and even undesirable, it does indicate the box-office importance of the designer. Artistically, however, that is better represented by designs for three different operas by Stefan Lazaridis, each one brilliantly illuminating their imaginary worlds. Busoni's *Doktor Faustus* (National Opera) is a gigantic filing system, Dukas' *Ariane et Barbe Bleue* (KrefeldOper) takes place over a hellish pit and Dvořák's *Rusalka* (National Opera) in a surrealist realm without fixed boundaries. Yet Lazaridis is not alone. Robin Don's design for Tippett's *The Midsummer Marriage* (San Francisco Opera) is equally poetic; a colossal head and hand spiralled by delicate steps set in a pointillist glade.

More than 100 designers have work on show, including photographs, designs on paper, working models, costumes and masks, from which a selection will go as Britain's entry in the Prague Quadriennale. Highly successful in 1975, '79 and '83, some of the credit for this must go to the several excellent theatre design departments in our colleges of art. Epitomizing their achievement is the already distinguished work of Lez Brotherton, less than three years out of the Central School. For the British première of Rameau's *Les Boreades* (Royal Academy), he fused a classical temple with a baroque theatre. For Weill's *Silverlake City* (Camden Festival), he created an urban ruin. His *Wuthering Heights* (Oldham Coliseum) wrapped indoors and out in a Christo-like shroud. It is designers like him that are currently working on the fringe as well as in commercial and national theatres and it is they who will sustain our international reputation in years to come.

Michael Clarke



Top: Robin Don's "The Midsummer Marriage"; above: Robert Jones' "Kes".

Television

The emperor's new jeans

Scoop (ITV, April 26) cost a great deal and has more or less united the critics: a boring, over-long misuse of a brilliant satirical novel. I would only disagree on one detail: the faults of William Boyd's adaptation were those of Evelyn Waugh's book. There are some funny moments in *Scoop* (for example, Boot's exchanges of telegrams with *The Beast*), but the satire is feeble, and directed either at obvious targets like the press, or reflecting Waugh's contempt for African governments, founded on his belief in the "civilizing" mission of the Italians in Ethiopia. LWT's next project could be a satire on the world of television and the expenditure of large sums on a spectacular flop, perhaps against a background of famine in "Ishmaelia".

In contrast, there has been well-deserved praise for **Life Story** (BBC2, April 27), the *Horizon* play on how Crick and Watson modelled the structure of DNA. It got the Fifties just right, made the science interesting for non-scientists and gave splendid opportunities to its actors: Juliet Stevenson and Tim Pigott-Smith look like Franklin and Crick, and convincingly pointed the central contrast between hard work and inspiration. Science needs both; whether it needs the degree of manic energy that Jeff Goldblum attributed to Watson is another matter, but you could see from his eyes that he had only recently disentangled himself from *The Fly*. Apparently he spent the time between takes reading aloud from P G Wodehouse: there's the stuff in that, too, for a satire on television.

On Fridays, Channel 4 has replaced *The Tube* with a troika of **Solid Soul**, **Revid** and **The Chart Show** (from May 1). The last of these, with its informational boxes, either takes it for granted that you have the video on, or makes a flattering, but probably unjustified assumption about your eyesight and your ability to take in printed messages while listening to the music and drinking a cup of tea. **Network 7** (Sundays from May 3), Channel 4's new "electronic tabloid" for young viewers, does the same, only here you need a course in rapid reading to capture the printed words and lateral thinking to disentangle them from the spoken ones. Even young people sometimes need glasses; but the producers know that. The audible and visible messages are merely part of the electronic design. The actual words don't matter.

The programme is based on the thesis that "news is entertainment" which it illustrated by interviews with Julie Walters and David Cassidy, items on boulimia and underwear, and a shaggy dog story about how to defraud the bank with someone else's cashcard (you need to get the personal number, borrow and replace the card without their knowledge, and copy it on a piece of gadgetry obtainable by mail order from West Germany; most people would consider it easier to find paid employment in the North-East).

Network 7 rejects one set of assumptions about the young (they are not only interested in music, but find current affairs boring) and replaces it with another: news is interesting if you confine it to gossip, flood the screen with tricksy images and pretend the cameraman has been drinking. The same evening, Channel 4 demonstrated what current affairs programmes can do without computer graphics or a reeling camera. In **State of the Union** (May 3) Peter Sissons gave a new perspective to relations between the American Presidency and the Congress since the Second World War with the help of clear argument, archive film and expert testimony. He explained the changing party system and the constraints on presidential initiatives in foreign policy which underlie events from Watergate to Irangate. An example of excellent informational broadcasting, it would also make ideal material for a course on government and politics, and you don't need subtitles to tell you that American foreign policy affects us at least as much as what David Cassidy wears under his jeans (nothing, in case you wanted to know). One topic, incidentally, was the effect of television electioneering on the political life of the country. We may soon have an opportunity to study that closer to home.

Robin Buss

Radio

Pillars of wisdom?

"Overpaid, over-sexed and over here," quoted Terry Hands. He was speaking not of American soldiers but of how the citizens of Stratford seem to regard the members of the Royal Shakespeare Company. He hastened to add that they were not overpaid.

The new lord of the RSC was speaking in the first of Radio 4's new series **Pillars of Society**. An earlier series last year considered such institutions as the Bar, the bishops and the inland revenue. All, as even the programme on GEC showed, seem to have greater power and influence than we might have suspected. It was unlucky therefore that the first institution to be covered in the new series should emerge as so self-regarding, according to some even to the point of paranoia, that it seemed to quite detached from society and certainly not one of its supporting pillars.

It was the designer William Dudley and former casting director Joyce Nettles who revealed most about the organization (or lack of it). "You are usually rung up on Christmas Eve and given three weeks (to do the design)." "Meetings happen in corridors." "Dangerously uncritical." That last remark came from Joyce Nettles who also thought "a touch of self-doubt would do wonders" and who left when she could not longer tell a real crisis from a common-or-garden crisis. It all seemed to result from directors thinking actors are 10 a penny when there is in fact a shortage of actors used to working with Shakespearean verse (the rep theatres can no longer afford to stage Shakespeare) and because actors are reluctant to sign a contract that commits them to a year at Stratford followed by one at the Barbican when a well-paid television or film role might just crop up.

The programme also took a look at the finances of the RSC, considered whether it was trying to do too much (47 productions this year in 6 theatres, plus tours) and made a clear case as to why private (ie business) sponsorship is unreliable. But apart from the Minister for the Arts enthusing about a touring production in Grimsby and saying that Stratford was a useful place in which to entertain foreign guests, we heard little from the punters and the programme said little about the effect of the RSC on *us*.

The same problem afflicted the second programme on the Bank of England. Denis Healey was very good on the relationship between government, the Treasury and the Bank but we did not hear much about its relationship with some of its major customers, the high street banks. More personally, as one of perhaps two score living people who have actually lived in a working branch of the Bank of England, I was sorry it said nothing about the part played by the branches in the provinces.

It had all started very promisingly with the presenter, Peter Riddell of the *Financial Times*, intoning about quintessentially British institutions working as much through informal contracts as through formal positions . . . like the enlightened headmaster of the city". However, it soon turned into something like one of the more abstruse editions of *The Financial Times Tonight*. With questions such as "To what extent will the Bank be the ultimate lead regulator?", the answers were unlikely to say much to the general listener who persisted with the programme.

The first series used general reporters or specialists from other subject areas. Robert Cushman in the RSC programme and Riddell in the second were on their home ground and so perhaps reluctant to ask the naive question that provokes an indiscreet or genuine explanation. Last night's programme (not available for review at the time of writing) was about Oxford University: it will be repeated on Radio 4LW next Wednesday morning (11.0). Future programmes look at the Co-op, the Freemasons and the Jockey Club.

David Sell

Picnics with the poets

In the British Isles writing poetry is rarely considered to be a genuinely subversive activity (the recent furore over the possible appointment of Rastafarian poet Benjamin Zephaniah to a writing fellowship in a Cambridge college seemed to have less to do with the political content of his work than with a failure to appreciate its literary merit) – if anything it has tended to be written off as an elitist practice, irrelevant to all but a handful of devotees.

Poetry Live is, the organizers hope, about to change all that. In a fortnight of "unprecedented poetry activity" (including picnics in the country and rush-hour readings at Waterloo Station), over 100 poets from Britain and overseas, backed by publishers, booksellers, librarians, arts associations and teachers, will be hoping to attract a new audience to join them in this "national celebration of poetry".

One of the high spots of the festival will be a gathering of internationally known poets in the Royal Albert Hall on May 12. Top of the bill is the Russian dissident Irina Ratushinskaya, giving her first public reading in London since her release from a labour camp late last year, with actress Eileen Atkins there to read translations of her poems. Similarly, when Marin Sorescu, a poet so popular in his Romanian homeland that he has given readings in a football stadium, takes the platform, Irish poet Paul Muldoon will join him to read some of his own and others' translations of Sorescu's "witty and poignant" verse.

A last-minute decision on the part of Wole Soyinka, Nobel prizewinner, dramatist, novelist, essayist, poet teacher, and himself a political prisoner in the late Sixties, brings him from Nigeria to join a line-up that also includes Caribbean poet and scholar Edward Kamau Braithwaite, American Robert Creeley and, representing the UK, Dannie Abse, Carol Ann Duffy and U A Fanthorpe.

Tickets for the event, at prices ranging from £3.50 to £6.50, are available from the Royal Albert Hall, telephone 01-589 8212 (special reductions for parties of 10 or more).

Anne-Marie Conway

Next week W H Smith celebrate 15 years of their admirable Poets in Schools project. Under the scheme, begun by Kit Wright when he was education secretary of the Poetry Society, the visiting poets follow their tutoring sessions with a performance for parents and the assembled school; more than 200 poets have worked through the scheme. This term it is being co-ordinated through 10 schools in every part of the country.

SOUNDINGS

Copyright footnote

Under the section, "resource-based learning" in the new GCSE Dance manual, the London Regional Examining Board states, "resource-based learning is of increasing importance, not only in dance but in education generally. The provision of appropriate source material can help candidates to solve problems, make deductions, gain knowledge and respond discursively". The introduction of video tapes in the examination, although acknowledged as a fine innovation in the study and assessment of dance, has brought with it some problems. The examiners admit that the choice of set work for study (on video) is governed not only by the "parameters of the syllabus but also by what is available legally".

Sometime in 1984 Janet Smith and Dancers, a small touring dance company, made a video of "voices", a piece inspired by a sequence of poems by the Chilean poet Pablo Neruda. The video was funded by the Gulbenkian foundation under the auspices of Dance Umbrella and, as it was made on a tight budget, the two students who actually made the film, Steve Littman and Peter Anderson, were not paid at the time. The tape was then put aside for the company to use at will. As it was never intended to be used on a commercial basis, rights for use were not negotiated. The video was held at London Video Art company (LVA) and due to its inclusion in a general dance resource pack, a number of educational institutions bought it. This meant that the two film makers could be reimbursed their costs.

More than a year later, a call from LVA notified Dance Umbrella that there had been a sudden extraordinary surge of interest in "voices" specifically. After some investigations, they discovered that the piece was now on the GCSE syllabus. Janet Smith only found out about the video after it had been incorporated into the syllabus. "There was no consultation" she said. "We tried to stop it being included for lots of reasons. I just wasn't happy with the video, the sound quality was poor, it was not a particularly good example of the company at work and we were not consulted on the editing".

LVA is now copying and distributing the video at a cost of £45 each, and the dance company is receiving nothing. Jane Parish, who was working for LVA, said that of the £45 more than half is the cost of actually making the copies, of the remaining £20, 40 per cent goes to LVA and the final £12 – the royalties – supposedly goes to the makers Littman and Anderson. Littman maintains, however, that they have not received anything for a number of years now. The money is presumably accumulating at LVA.

Jean White, who is on the board of examiners that compiled the new syllabus, points out that this whole business has "done dancers a service by identifying a problem area – that of copyright . . . unfortunately, in this case someone had failed to negotiate appropriate rights, but this kind of situation is unlikely to arise again". When questioned about the artist's say in the choice of work to be included on a syllabus, she replied, "there is no better person to devise a syllabus than a teacher" so the artist need not be consulted. She admits that the main reason this piece was chosen was because it was one of the very few commercially available, and that the company (Janet Smith and Dancers) are unlikely to go out of existance. The piece was historically valid in terms of the company's development, and there for analysis. When asked if it was a good piece for GCSE level study, she said that she was "not in a position to place value on artists' work". She commented on the fact that at a recent production at the Shaw Theatre by Janet Smith and Dancers the auditorium was packed full of interested and appreciative people. Like it or not, the inclusion of "voices" on the syllabus had given the company a great boost.

Sara Snow



A certain kind of edge

At her best, Siân Williams of The Kosh is one of those dancers who make it clear why dancers dance. Her expressive power is overwhelming. She was at her best in *The Edge*, a new dance play by dramatist David Pownall, which formed the centrepiece of a remarkably ambitious two-day workshop at Trinity School in Leamington.

As part of their BP-funded educational programme, The Kosh took 16 non-specialist students from the school's lower sixth and gave them an intensive introduction to modern dance drama. From the first warm-up to the final presentation of the students' own dance creation, all the work was based on themes and techniques derived from *The Edge*, which the students saw at the end of the first day.

In David Pownall's scenario, a coldly rational and guilt-ridden mother, played with admirable restraint by actress Mary Ellen Ray, confronts her estranged daughter (Siân Williams) on a Mediterranean island cliff top. The mother delivers a long monologue full of practical, realistic considerations, while her daughter, a creature who lives in ecstacy, answers only in dance. The ambivalence in their relationship provided a basic emotional pattern for the students' workshop explorations. It required the students to find, from within their own experience, types of emotional behaviour that switched between attraction and repulsion, expressing both an indissoluble link and an insuperable separation; and, so far as possible, to render such behaviour in dance terms.

To help the students, Siân Williams (who is also The Kosh's choreographer) led them through the rudiments of dance assemblage. She showed them how to create short movement sequences ("phrases"), to recognize a sequence's central image ("picture"), to refine and stylize their work by bringing it into focus ("a certain kind of edge"), and then to make it work by intensifying the mood and concentration.

As the work developed, other members of The Kosh's production team joined in: director, designer, composer, stage manager – all helping to weld together the students' efforts to create a 15-minute presentation that was at once an illustration of the production process and a celebration of the workshop's achievements.

Some of the students were daunted by the sheer power of The Kosh. Others found it a real inspiration. I couldn't help thinking that students with a greater experience of dance might have gained more from the programme, and that the real value of the workshop lay in making *The Edge* more accessible. (In itself a sufficient justification, given the exemplary testimony of Siân Williams' performance.) But The Kosh's director, Michael Merwitzer, is as unrepentant a democrat as one is likely to meet. So far as he is concerned, dance is for everyone.

Barry Russell

Educating for art

Gudrun Schubert among the art historians

Art historians have greatly widened their interests over the last decade; academic research is no longer their only concern. This year's annual conference of **The Association of Art Historians** met recently at the Victoria and Albert Museum and nearby Imperial College. Ably and elegantly presided over by Dr Marcia Pointon, the 500-odd participants had the opportunity to hear about and discuss the latest academic research in art and design, and in addition to consider such issues as art and tradition, film theory, feminism, museum education and the impact of computer technology on their subject.

Of the many special interest groups within the AAH, lively and informative sessions were held by the students', schools' and museums' sections. At the end of three days' deliberations, the AGM included a report from the students' group warmly welcoming the inclusion of critical studies in the new GCSE examination in art while expressing some concern over art historians' being adequately represented on exam boards. Rod Taylor, art adviser for Wigan education authority, and director of the Drumcroon education art centre, regaled an enthralled group of 40 historians with a plea for improved visual art education in schools. He was talking about his book *Educating for Art: critical response and development*, published last September and now being reprinted. In it the case for developing critical awareness as well as practical skills among school pupils taking art was convincingly presented, poignantly supported by slides of pupils' work and their recorded personal views and experiences. Not only were the visual examples shown striking and original, but the makers' individual sense of revelation triggered off by their own experience greatly moved the audience, who needed little further convincing that teaching practical skills such as copying makes little sense without the fuller appreciation which a critical studies element will provide. What has been happening in art education, and teacher training, for that matter, up to now, we were led to wonder? Since pupils experience only three years' art education on average during their entire school careers, it was also striking that the majority at school are deprived of any knowledge of or pleasure in the visual arts. Only a tiny proportion find their way into a gallery to look for themselves.

Interest in different means of promoting the necessary access were the main subject of the "museums, galleries and education" section. National Gallery education officer Felicity Woolf suggested ways of overcoming some of the difficulties, though she readily admitted that museum education officers, mostly women, undoubtedly tread a "stony and winding path" as they battle to combat the view that art needs no explanation or that pupils are too young to benefit from a visit. A north London primary school teacher, Anne Whittaker, gave an acount of the profound effect made on her class of 27 eight-year-olds after visiting the National Gallery, the Tate storeroom (where they were fascinated by the flood gates), and the Air gallery. The visits provided impetus for at least 12 weeks' classroom work.

National Gallery education department artist James Heard explained his own method of providing groups of about 80 schoolchildren with an immediate experience where they "helped" finish painting a previously partially-prepared copy of a well-known work on view in the gallery. Excitement apart, the children learnt much from actually handling paint and brushes, not to mention real gold leaf, and dealing with the artist dressed up in period costume. We were shown, for example, "Ucello's" studio assistants mixing egg tempera. Sadly, only a small number of London-based school pupils can avail themselves of this experience though it probably requires initiative and time rather than large amounts of financial input to realize something similar, perhaps on a more modest scale, for pupils in other parts of Britain. After all, there is no lack of interesting museums, galleries or artifacts.

It seems entirely fitting that a conference set up to reinterpret and investigate the past in the visual arts should come full circle by making a platform available to those concerned with the quality of the immediate, first-hand experiences of the younger generation.

Welsh debate

Cardiff's threatened Sherman Theatre could be saved by Welsh Office cash according to the Secretary of State for Wales, Nicholas Edwards, for whom the arts are important economically as well as culturally. Addressing an all party debate at Chapter he explained that the Welsh Office is already funding a £5m capital programme to house the arts, and that short term Sherman funding could be considered.

Acknowledging local authorities' and S4C's promotion of the arts, he suggested that urban development funding could be partially diverted to supplement the Welsh Arts Council's £7.8m budget.

This was insufficient for Mark Fisher, Opposition Spokesman on the arts who, with the Alliance's Christopher Green, called for an increase in arts funding. According to Fisher, Wales was at the bottom of the bottom of the European league on per capita arts spending, and improvements could only be made if the Welsh Arts Council became independent of the Arts Council of Great Britain. He praised Wales' leadership in TIE development, and felt that England should follow suit, but nationally he thought a broader definition of the arts to encompass television, the press and the recording and fashion industries.

The Alliance desired an increase in rural community arts without reducing grant aid to mainstream theatre, opera and ballet, while Plaid Cymru's goal is a Welsh senate with a committee to oversee arts policy. This party is also demanding a firm commitment by the Government to the future of S4C.

Organized by the National Campaign for the Arts, this debate was one of a series to be held throughout the UK. Future venues include London and Glasgow.

Iola Smith



The "other" Soviet cinema of the Twenties (meaning, in effect, other than Eisenstein and Pudovkin) has remained largely unknown in Britain, but many films from the period have recently become available from sources like BFT distribution. They include Kote Mikaberidze's anti-bureaucratic nightmare **My Grandmother** (1929). Restored in 1976, this unique mixture of fantasy and farce has gained a cult following in the States and could well do so here. It is being shown at the National Film Theatre on May 10 as part of a season on Kozintsev, Trauberg and the Other Soviet Cinema.

R B

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ARTS



Brian Shaw

Liberties – like making the white rabbit an ardent Spurs supporter – are liberally taken with Alice's story in Ferris in Wonderland at Chicken Shed, North London's young people's theatre and music group.

Performed by an integrated cast of over 50 able bodied and disabled actors, the disabled taking most of the lead parts, it's an extravagantly colourful version of Alice, seen through the eyes of Ferris, who celebrated her 19th birthday on the day of the last performance. Ferris Bird (her real name) is autistic, and cannot speak. Two other Ferris's do her talking and singing for her. Her friends say they are amazed at the way she responded through rehearsals. Her increasing ability to smile and chuckle is cause for celebration, as is this ebullient and tuneful treatment of Carroll's original work.

Nick Baker

Triumph of hope

The Best Years of Your Life. By Clive Jermain.
North Chadderton School Stage Society, Oldham.

Clive Jermain's television play, *The Best Years of Your Life*, was transmitted by the BBC on May 14, 1986. The 20-year-old author battled against advanced spinal cancer to reach that date alive. Now he is busy extending the play for production at the Half Moon theatre in June. In tribute to its impact an enterprising school near Oldham anticipated him with their own stage version.

The story is of a 17-year-old apprentice footballer who is diagnosed to have a spinal tumour. It opens on his confinement to a wheelchair after an unsuccessful operation. But the obvious parallel with the author should not deceive anyone into expecting morbid introspection. The play coolly posits a hero whose loss of mobility matters in a way that enabled the author to describe himself, with some wryness, as "lucky"; and pathos is firmly subordinated.

The adaptation, by sixthformer Matthew Dunster and director Colin Snell, was resourceful. Episodic scene-shifting was smoothed, while loss of realism was even turned to advantage. Matthew Dunster, as brother Mark, soliloquized narratorial links with a vernacular sensitivity that both blended with the action and extended his characterization. Strobing the opening, in which the youth star is lofted by his team-mates, at once fixed an image of an athletic life and gave it dreamlike remoteness. A triangulated stage narrowing to a bedroom was wedged in by the audience forcing it up against the embarrassment of pain and enabling it to share in scenes of limited intimacy and physical constraint. The corner debouched into the physical spaciousness of discotheque or football dressing-room where emotion was typically constrained or falsified. The disco was a nice adjustment here. Jermain's pub since it drew on the school's greatest resource, healthy young bodies, to show how finely teenage relationships are conducted and to stress the unnaturalness of Robert's stasis.

Disco music well conveyed the noisy vitality of normality set grotesquely against the brothers straining over the bedding routine. But I disliked the Smiths, whose droning was supposed to echo more private feelings. That the lyrics roughly applied ("Does the mind rule the body or does the body rule the mind? – I dunno") only made their banality more apparent, and they tended to put back in the mawkishness that Clive Jermain had scrupulously excluded. The epilogue sabotaged, backed by "There is a light that never goes out" and affirming that Robert had shone such a light into other lives, seemed to me superfluous, detracting from the Jermain ending which, with a fine humility, eclipses the dead Robert with the awkward embrace of the formerly jarring father and surviving son.

Closing spotlight on Robert's empty wheelchair, on the other hand, unsentimentally made one aware that the person of Robert had little to do with this physical moorings, whether in a paralysed body or a metal assembly. The play asks what it is to be human and dehumanised, and by doing so wrests from an unshirked horror a mood of sombre hope.

John Stachniewski

Firemen's strike

Shout!
Zip Theatre at Merridale Street Fire Station, Wolverhampton.

For their touring production for the next couple of months, this community theatre group, which is substantially funded by Wolverhampton borough council, has devised a documentary musical play about the 1977 firemen's strike.

Starting from a discussion in a present day fire station, the action goes back to the beginning of the strike and traces it as it might have been experienced by a group of West Midlands firemen. We see them arguing the morality of their action; we hear the speeches of their union conference; we see them on the picket line and we hear the complaints of their wives. The story is told with great pace and power. The glaring contrast in 1977 was between the dangerous horrific and highly skilled work of the firemen and the derisory wage which he took home – considerably less than the national average. The play makes the most of this and loses no time in telling of men who left to become milkmen at considerably higher rates of pay.

The play is immaculately researched and always convincing. The cast of eight work hard to create the illusion of a much larger number of players and they leap into their musical numbers with great versatility and skill. The real drama for me, though, was to sit watching this play in the fire station rest room with an audience of firemen and their families. The power of the play's message crackled through the room in a tangible way and on two occasions the action was momentarily halted while a genuine call-out (or "Shout") came over the Tannoy and uniformed figures ran from the room.

Zip Theatre will bring the play to organizations for a reasonable fee. As well as fire stations, it is eminently suitable for community and educational groups of all ages from about 15 upwards.

Gerald Haigh

Zip Theatre can be contacted on 0902 736365.

Hopefuls

Junction 10. By Les Smith.
Alumwell Community School in association with Theatre Foundry.

Atop a windy pole in bleakest Walsall a man in a barrel tries for the Guiness Book of Records. Below him forms a queue for that rarest of Eighties commodities – the chance of a job. The night passes, the queue grows and the waiting hopefuls tell stories of Walsall's past, present and future which are acted sung and danced against a background of corrugated iron.

Such is Alumwell's community play, named for a roundabout on the M6 and as rich and vibrant in its execution as it is uncompromising in its view of the urban plight. With a huge cast aged from 7 to 70, a culturally diverse band and choir and a confidently multi-ethnic approach, this is a professionally conceived venture brought to reality in an astonishingly short six weeks by genuine community enterprise and commitment.

G H

Life, love and war

Across the Barricades.
Battersea Arts Centre Youth Theatre

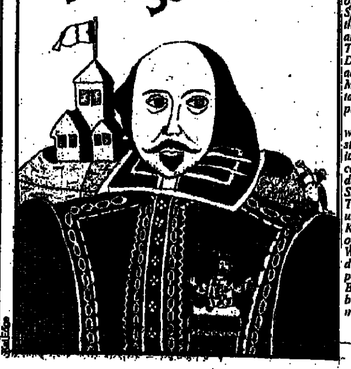
From the start, with its machine-gun bearing soldier checking tickets and searching bags, the stark, heavily-daubed corrugated iron "scenery" and the background music of IRA and Loyalist marching songs, *Across the Barricades* shows the harsh realities of life in war-ridden Northern Ireland.

Against this background, Kevin and Sadie – he Catholic and she Protestant – try to maintain a balanced relationship. On both sides, there is forceful pressure to separate them. Kevin and Sadie are peacekeepers, his sister Brede and her brother Tommy are moderates, both sets of parents are deeply committed to each "cause" and their cheers, most strongly of all, are violent, prejudiced and vindictive.

These clearly distinct attitudes are all well expressed and explored in this adaptation of Joan Lingard's novel.

Though the second half of the play loses some of its earlier compulsion, it remains to the end a powerful and thought-provoking vehicle for conveying both the actuality of the situation in Northern Ireland and a parable for the range of reactions and feelings which a mixed liaison can create.

Julia Eccleshare



This design by Jenni Neil, aged 15, from Warwick Park School has won the senior section of a poster competition organized by the Shakespeare Globe Museum in London. Over 170 entries were received from Southwark schools and are on exhibition at the museum. The judges – Anthony Harris, head of Camberwell School of Art, Michael Spencer, director of the Bankside Gallery and Heather Neill of The TES joined Judy Digney, assistant administrator at the Museum in the difficult task of choosing the prizewinners.

The senior winner was thought to be both striking and witty, with its tiny brightly-coloured "characters" displayed on Shakespeare's doublet. The winner in the under 12 section was Keith Taylor, aged 10, of St Paul's, Walworth, with a distinctive domed portrait of the Bard. Both these designs will be used as publicity material for the Globe.

Germ war

The tale of how two determined germs were fatally thwarted by penicillin and disinfectant won the 1987 **British Association for the Advancement of Science National Drama Competition for Schools** held at the Sherman Theatre, Cardiff. Performed by Newland High School, Hull, this humorous investigation into how the body defends itself against bacteria used effective dance and movement sequences, and illustrated the medical message clearly to the audience.

The best individual actor was a young man from Broadgate Junior School, Leeds, whose cameo part as geriatric limping grandad brought the house down. Unfortunately the rest of the production – though it contained considerable botannical information about how a tree functions – was less inspiring theatrically.

Both St Michael's School, Trefoil and St Peters School, Guildford investigated physics – the former using dance and song to tell the story of the development of the laser beam and the latter by teching atomic structures to an inept YTS trainee wizard. They was much tongue-in-cheek humour here.

John Bentley School, Calne, Wiltshire portrayed the life of Jewish chemist Fritz Harber, inventor of fertilizer and chemical weapons. Because it delved into the ethical issues underlying science this performance was highly commended by the judges.

Iola Smith

All comers

How Kwaku Ananse Killed Mr Death.
Heysham High School.

Concillors in the seaside towns of Lancashire have been squabbling about whether to improve facilities for tourists or the welfare needs of more permanent residents. Massed new car parks are part of Blackpool's compromise and in Morecambe they've decreed a Superdome.

The new building was the venue for a holiday project devised by pupils of Heysham High School for 7 to 11-year-olds. The organizers, a mixed-ability fifth form group, were determined to infect all comers with an enthusiasm for drama. Their teacher, Don Healt, had suggested a West African folk story as a basis and donated some music he'd collected in Ghana. Club from Morecambe market was bought with a small subsidy, in part from local business, and deftly wrapped round the children, who quickly became villagers in awe of the gods and eager to help Kwaku Ananse in his quest.

The teenagers managed a group of 25 unassociated youngsters with admirable tenacity. Though the session occasionally lacked fluency, it was imaginitive and entertaining, an exercise in self help worthy of greater support.

Judy Meewezen

Crusade

The Children's Crusade.
Heathfield School Taunton.

Stephen Elliott is renowned for his handling of the enormous casts which he and his wife Helen have attracted to the productions of the Taunton Youth Theatre. So it was no surprise that he chose the challenging *Children's Crusade* for his first play at Heathfield School, Taunton, where he is now head of drama. Over 100 pupils took part, altering the National Youth Theatre's script of the play to suit their own needs, and singing and moving to newly composed by Julian Breeze of the school's music department.

At the end of last term, the school hall was virtually turned into a professional theatre for the play which was produced in the round so as to give full effect to the many contrasts such as episodic drama affords. But all the technical devices would have been wasted without the immense popularity, humour and confidence of the acting. There was no attempt to romanticize the children's innocence. They were dirty, desperate and frequently dishonest, but none of that detracted from their pure determination for a cause that church and merchant states pursued with such pompous hypocrisy.

Shirley Toulson

RESOURCES

TES reviewers look at new science materials

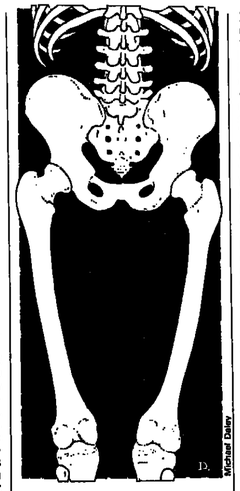
Meat on the bones

Practical Microbiology and Biotechnology for Schools
By Paul Wymer
Price: £15.95, from Macdonald, Maxwell House, 74 Worship St, London EC2A 2EN.

Nuffield Working with Science
25 Project books: batch 1, 13 titles cost £25; batch 2, 12 titles cost £23; individual books, £1.95 each
Longman Resources Unit, 62 Hallfield Rd, Layerthorpe, York Y03 7XQ.

Bare Bones
Price £4.30.
Methuen Childrens Books, 11 New Fetter Lane, London EC4P 4EE

The Human Skeleton
By R M H McMinn, R T Hutchins and B M Logan
Price: £15 + £1.50 p & p.
Wolfe Publishing Ltd, 3 Conway St, London W1P 6HE.



Michael Daley

One of the aims of the GCSE criteria is "to promote an awareness and appreciation of development and significance of biology in personal, social, economic and technological contexts". But teachers wanting to introduce these ideas have faced problems, especially when they have looked towards incorporating "biotechnology" (an area embracing this aim) into their work.

Advances in microbiology and biotechnology are shrouded in specialist jargon; the vocabulary and style of many published resources are suitable for courses at A level and beyond. There is a paucity of up-to-date material for the 11 to 16 age range, and much of what is available deals with long established work in microbiology and bread, wine, yoghourt and cheese making.

Teachers have had to try and bridge the gap between the familiar and the brand new, so they are desperate for a published resource with background information comprehensible to any scientist, and simple practical investigations which are easy to do in schools and relevant for the age group.

Practical Microbiology and Biotechnology for Schools fills the gap. The pack, written by Paul Wymer and edited by John Grainger, in association with the Society for General Microbiology and the Microbiology in Schools Advisory Committee comprises 30 A4 photocopiable pupils' work cards and a 46 page teachers' guide. The majority of the 30 pupils' exercises are familiar, but there are some interesting novel ones such as enzyme immobilization. The activities could be used in a wide variety of courses and with children of different abilities.

The teachers' guide is indispensible: it includes sections on the microbiological world, the relationship between biotechnology and microbiology, the practical investigations themselves and short paragraphs on topics like food production, agriculture and health care. There is a useful reference list too. This could be the exemplar for all teachers' guide reference lists, for each publication mentioned is classified as to its suitability for a teacher, an A level student, a 14–to–16 year old and so on. *Practical Microbiology and Biotechnology for Schools* could be an indispensible resource and represents a wise investment.

The science and technology part of the CPVE core programme presents particular teaching problems. Even though official CPVE documents set out the broad aims, and list what pupils should be able to achieve (the core competencies) there was little guidance on what and how to teach. There were hardly any appropriate science and technology resources for teachers and pupils, so teachers have resorted either to adapting course material already in existence or trying to create their own by researching topics.

The target group presents difficulties too: some of the pupils still study science, others completed their examination courses at 16 and a few have rejected science after their third year.

Now *Nuffield Working with Science* has been revised and the 25 units comprise a flexible resource – at last – that is ideal for CPVE. There is a tutor handbook, too, which shows how the individual books might be used and the relevance of the titles to the 10 CPVE core competencies. There is a wide range of topics, some with obvious scientific content (for example "fire", "noise", "motor car") and others where the science is really integrated within a topic, as in "pottery" and "understanding old age". So there are bound to be titles to appeal to every student. Each book has about 18 A4 pages and most are based on the original 1977 version.

The extent of the revision varies from book to book. In *Brewing*, for example, the bulk of the content remains the same but there is much updating on events subsequent to the first publication in 1977. CAMRA is mentioned, along with alcolmeters and intoximeters, and current data on alcoholism and road casualties are given. A major improvement is the quality of the paper, so the definition of black and white photographs is better. At £1.95 each these represent good value.

Human skeletons, even plastic reproductions, are very expensive, so any alternative should be considered seriously. The *Bare Bones* pack contains a cardboard cut out, two thirds normal size, which, unlike other model skeletons, is fully mobile. It has double joints, as at the ankle and hip, and single ones, like those of the elbow and knee. The pack has four sheets of cut out parts on A6 card. There is also an A6 poster of the real skeleton and a double sided sheet of accurate and easy to read information. Instructions are clear but making the model demands accurate folding and considerable dexterity. It took 35 minutes to make the first leg and 20 minutes the arm; the second one of each limb was much quicker, as by then the trick of folding the joints had been learnt. Movements of the completed model are unbelievably realistic, but the representation of the bones and the joints themselves not so. This would be a useful present for a patient child, but not much use in the school situation.

Another alternative is to use photographs of the skeleton. In *The Human Skeleton* there are photographs on concertina pages of a full size skeleton, with front, side and back views, together with individually labelled structures for detailed study, such as the lower and upper limb bone orientated to indicate the surfaces which take part in joints. The spiral bound book is large but is certainly more convenient to use and less bulky than the real thing. It should be a useful aid to individual study in advanced biology, medical and paramedical courses.

Jackie Hardie



Warwick Process Science
Set of 30 modules including folders £150; individual modules from £4.50 to £6.95; introductory booklet free.
Ashford Press Publishing, 1 Church Rd., Shedfield, Hants SO3 2HW.

Here is the much awaited second offering from *Warwick Process Science*. Following the seven units published last year, the team led by Peter Screen has published 30 modules designed for use in years two and three.

The format is similar to the previous material; the modules are supplied as sets of A4 punched sheets mostly in the form of material for teachers with a number of copyright-free worksheets for student use.

The approach, however, is rather different. While each of the units designed for use with the first years was based on a particular process skill, these new modules for use in years two and three are thematic in approach. Some modules such as "electricity" and "woodland ecology" fall into clear traditional subject areas, whilst others such as "change" and "energy" adopt a more integrated approach. The modules are all process-led. Each provides a range of activities which are clearly designed to develop one or more of the identified processes.

These materials really do provide an invaluable resource for science teachers. There is much pressure for curriculum change in the lower secondary school at the moment. Science teachers are aware of the need to build on the increasingly impressive foundations that primary schools are providing. "Progression" and "continuity" cry HMI to secondary teachers, whose provision is often seen as disappointing compared to the exciting primary experience.

Pressure too comes from GCSE developments, where the lurch to process skills and teacher assessed practical work have in many cases produced a sudden discontinuity at the end of year three. This has forced teachers to rethink the whole of the 11–16 programme to ensure that the early years provide a sound foundation for GCSE assessment in years four and five.

For many of us this is an exciting challenge – after all process skills are the very heart of our subject. But how do we teach them? Many of us have taught our science in a practical way for years without even using the word "process". We had a broad set of aims, and thought that practical work increased motivation and helped pupils to learn, without really thinking about the skills that we were trying to develop. It is now clear that if our prime aim in science teaching is to develop process skills in our pupils, rather than just to transmit scientific knowledge then we must systematically build into our teaching programmes activities that exemplify these skills.

This is what makes *Warwick Process Science* such a valuable resource. Each module clearly identifies the process skills associated with each activity in a way that allows the science teacher to construct a course that will provide a good balance of skills. The modules also clearly indicate a framework for assessing these skills.

In addition to the 30 modules, there is an introductory booklet that contains the background to the scheme and also a grid that maps the skills into the activities for each of the modules – very useful for overall planning.

When I saw the first year units I was a little apprehensive. I had that fear of naked processes, whereby activities were offered that attempted to develop skills, but which were completely divorced from the context needed to make the activity relevant and meaningful to the student. I feel much happier with these new materials. The themes provide contexts that the pupils can easily identify with – "food additives", for example, is a module that develops process skills by exploring food colourings and thickening agents.

The materials also pave the way on to GCSE by identifying key content that can be introduced. Continuity and progression are carefully considered.

The second and third year modules could form the foundation for GCSE courses both in separate sciences and in integrated or modular science.

I am much impressed by the materials. They provide a structure that teachers will find very supportive, and a vast number of creative ideas for teaching scientific processes. The "food additive" module, for example, has an activity that develops the skill of controlling variables by presenting the pupils with the problem of making a iron-drip ice lolly. It is clear to see how this and other similar activities can really stimulate and interest pupils.

The modules could form a complete course for years two and three or could be used more flexibly in conjunction with other published schemes. However they are used they require considerable commitment from the teacher. Most of the material is in the form of notes for the teacher, with further support for the pupil in the form of photocopy free sheets only available for a number of activities. A good deal of input from teachers will be required to provide extra resources needed for a full teaching programme.

A genuine effort has been made to keep the equipment and materials as simple as possible. This should limit the strain on technical back-up, and also means that much of what is used in practical work is familiar to the pupils. I felt that the notes on equipment and materials, however, were rather sparse; there is not the same detailed information that is provided in other schemes. This may make things a little difficult for teachers and technicians moving outside existing subject areas.

At £150 for the set of 30 modules and introductory booklet the materials are by no means cheap, particularly considering the extra cost of providing materials for pupils to use. The modules do, however, provide an invaluable resource for anyone involved in developing the school science curriculum. The materials represent a bold attempt to provide a stimulating and enjoyable experience for our young students.

I look forward in great anticipation to the next instalment.

Richard Page-Jones

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Educational TV's early days: clockwise from top centre, Gordon Luck conducts a flame test on Rediffusion's *World Around Us*; Scottish TV looks at the Glasgow Art Gallery and Museum; uncomfortable-looking young people participate in Granada's 1966 sex education series, *Understanding*; a young Simon Le Bon of Duran Duran makes his debut in *Exploration Man*

30 years on

On May 13 1957, ITV went to school for the first time. Robin Moss, head of education at the IBA, looks back

On 18 December 1956, the chairman of Associated-Rediffusion announced to the annual general meeting of his company that "we are now proposing a series of schools' broadcasts sometime next year". The next day's national newspapers carried front-page stories and headlines expressing considerable surprise at what sounds a straightforward and public-spirited enough statement. The *Wolverhampton Express and Star* asked "Is TV for schools a good thing?" The High Master of Manchester Grammar School, Lord James, said in 1957 that television would enter his school "over my dead body".

With well over 80 per cent of all UK schools using the ITV service in 1987, it is difficult at first to realize why the initial reaction of the press and many leading educational figures was so sceptical. It has to be remembered that in 1957 television (the "idiot box") was regarded with downright hostility by many. Television was associated with cultural decline: the proposed new ITV Schools service was described as "a backward step to the picture language of primitive man" (the *Wolverhampton Express and Star* again). Many teachers even feared that television would replace them entirely.

Sir Kenneth Clark, then Chairman of the Independent Television Authority, writing in the *TV Times* for the week in which the first regular schools television service in the British Commonwealth was launched, struck a different note: "This is an imperfect world and some who pride themselves on not being deceived have questioned the intention behind these proposals . . ." For Sir Kenneth, however, they represented "a remarkable act of faith in the future . . . a disinterested desire on the part of the directors . . . to use the great franchise with which they have been entrusted in a responsible and farsighted manner". At that time Rediffusion had been operating for only one full year, at a total loss of £3.25 million, and there were only two other weekday ITV companies broadcasting: ATV (in the Midlands) and Granada from Manchester.

On May 13 1957 the new service was launched. Under the banner of "ITV goes to School", five series were shown (one a day) to a probable audience of some 125 schools in London and the Midlands. Rediffusion donated 100 television sets to London schools. The Monday series, *Looking and Seeing*, aimed to show us how to "use our eyes". On Tuesdays an attempt was made to relate "pop ballads" to poetry read in schools; Wednesday's programmes discussed the problems of leaving school. On Thursday, leading scientists made up-to-date statements on aspects of geophysics (1957 was International Geophysical Year) including coverage of the first sputnik launch only days after the event. Finally, on Fridays, *People Among Us* discussed history, geography and social studies by inviting immigrants to tell their own stories.

Some series were less successful than others, but they were innovative. Doubts about the seriousness of the company's intentions must have been allayed by the programmes themselves. In February 1957 Rediffusion had set up an Educational Advisory Council, chaired by Sir John Wolfenden, then Vice-Chancellor of Reading University. Educational authorities and teachers' organizations were well represented.

The BBC's launch of its own schools' television service in the autumn of 1957 led to a determination, encouraged by the ITA, to develop consultation between the two services to avoid duplication and to co-operate wherever possible for the greater benefit of schools. This principle of complementarity and collaboration is still in force today.

As Scottish Television (1958), Granada (1959) and ATV (1960) began to contribute their own schools' programmes to the network output, an organizing committee, the Network Educational Sub-Committee, was established in 1960 with senior managerial staff from Rediffusion (John McMillan), ATV (Lew Grade) and Granada (Denis Forman) joining three specialist educational broadcasters, the current chairman of NESC, Bob McPherson of Scottish Television, among them. The 1964 Television Act required the Authority to establish its own Educational Advisory Council.

The past 20 years have seen a steady expansion and consolidation of the ITV Schools service with the various committees and staff working together to strengthen and extend its range and value to schools. In September 1987 the "ITV for Schools" service will be relaunched on Channel 4. It will be able to build on a generation of remarkable achievement.

The long-term future of this free resource for schools, now offering a year-round weekly average of nearly seven hours of broadcasting, needs to be assured. Recent developments in educational policy and changes in the curriculum, the demand that schools should prepare children more effectively for adult life, along with other trends, suggest that the importance of the ITV and BBC Schools services is greater than ever.

Much will depend in the long-run on the educational world recognizing and articulating that need as a vital opportunity for the future. In the meantime, other factors are at work. Videorecorders are now used in 72 per cent of primary schools and 99 per cent of secondary schools, and more than half the secondary schools in the UK hold more than 100 programmes on videotape. At the same time, the last few years have seen the development by broadcasters of a wide range of "associated computer software" to complement the traditional teachers' notes and other support material. Educational broadcasters have begun to make a significant contribution as educational publishers, and to adopt a rôle that will, if successfully played, outlive traditional broadcasting as we know it.

Robin Moss is Head of Educational Programme Services at the Independent Broadcasting Authority.



A WHIFF of long awaited good news on the television copyright front. It's understood that a new Bill dealing with copyright is being drafted. Part of the Bill will allow teachers copyright free access to all broadcast television, in line with the Department of Trade and Industry White Paper published last year.

The new legislation (being drafted surprisingly close to the announcement of a general election) is likely to place the burden of collection of extra fees for educational showing on the rights holders. They would presumably have to organize themselves into a body or bodies which would negotiate with local education authorities for appropriate payment of licences for programmes to be used in the classroom. It would be up to the rights owners to decide which of their programmes should fall within the scheme. Those programmes not licensed would be regarded as free of copyright. This means that teachers would be able to record pretty much what they wanted, without any extra administration to worry about.

We can expect early action should the Tories get in. But why are they being so quiet about a measure that would be popular with teachers?

If you feel in a lawbreaking mood and you're working in the area of vocational training, be warned. The Training Film and Video Association has already won damages from state and nationalized industries for abuse of copyright. Most of the main distributors in the field are TFVA members, and their films and cassettes (which are also used in schools and colleges) are marked with a distinctive sticker. TFVA have even paid up to £1,000 to people giving information leading to successful prosecution about breach of copyright on their material.

As yet, there have been no prosecutions of abusers in mainstream education. But there have been discreet calls to chief education officers, head teachers and college principals about illicit recordings that have come to the notice of programme makers and distributors. Tapes have been wiped, and, presumably, knuckles lightly rapped.

IN THE meantime, Channel 4 is making programmes suited to education available in video form, through Guild Sound and Vision. Much of the new video list, which includes *I Could Do That* (about young people setting up in small business) and an animated *Orpheus and Eurydice* was made available by Guild for licensed recording for as little as £4 or £5 a programme. Buying the videos, which will be on offer in any format, will be a much more expensive option.

Best Buy is undoubtedly *Nature in Focus* at £30 for six episodes. The excellent *Open the Box*, about popular television, will cost £88.70 for six episodes or two for £32.17. Media Studies, it seems, is ever the poor relation when it comes to being properly resourced by the media. By and large it's still prohibitively expensive (or, for the moment, illegal) to put popular television under the classroom microscope.

THE LAST in the Radio 4 series *Parents' Action Guide* (Saturday May 9, 4pm) features the Ted Wragg interview with Kenneth Baker which hit the headlines last week. During a sometimes heated exchange, Professor Wragg puts questions arising from issues raised by parents across the country. Quite apart from the surprise announcement that popular schools are to be expanded, there is the less publicized suggestion that teachers can use last year's text books for the GCSE examination in certain (unspecified) subjects.

The Education Secretary should get a far less bumpy ride when he appears on the Jimmy Young Show (Radio 2, Wednesday, May 13, 11.02am) to answer listeners' questions . . .

Nick Baker

Mixed bag

SCHOOLS TELEVISION
The French Programme:
France Magazine Programmes 3–5
ITV, Thames, Wednesdays 11.39am
From May 13.

France Magazine, Thames TV's series of extracts from authentic French TV, is complete with three new programmes which start next week. At the moment only the video cassettes are available, though the notes can be ordered now from Thames.

Two of the programmes (3 and 4), while maintaining the format of *France Magazine*, are each devoted to a single topic, education and contemporary politics respectively. The idea behind this seems to be to deal in some depth with a single *civilisation* topic, thus broadening the series' appeal to groups studying for Syllabus B exams.

The extracts give a very good idea of the human side of teaching, and some interesting attitudes and, therefore, language emerge in response to the question "Etes-vous un bon prof?". A different range of language comes in an explanation of current moves to decentralize the system. There is some fascinating reportage of the recent demonstrations against the *projet Devaquet*, which if nothing else gives the flavour of French protest.

The special on contemporary politics seems to me less successful. Its four components are a scene from a distinctly stagey TV film based on one of the incidents leading up to the Popular Front (only the men get speaking parts); an interview with the mayor of Houilles; scenes from a TV film of Mitterrand's life; and some soft-centred interviews with albeit charming children about their political views.

The final programme also suffers from extracts from a drama-documentary, this time on Zola's role in the *Affaire Dreyfus*. It's not very visual, and (what has always kept the English out of the episode) crammed with contemporary references which will take some explaining. Simone de Beauvoir, however, is more compelling, making a series of important points from *Le Deuxième Sexe*. It rather undermines her to put alongside it this film of very young girls conforming to the very stereotypes she decries – it's left to a man to show some possibilities of role-reversal.

A mixed bag, then, with one or two *longueurs*, but all in all a rich resource.

Tim Parke



Julia: anxious adults discuss the possibility of her being accepted on YTS

Youthful optimism

What hope for school leavers? Victoria Neumark watches a series on the difficult transition to adult life

SCHOOLS TELEVISION
Seventeen
"Julia's Year" May 7;
"Justin's Year" May 11
BBC2, Mondays 1.33pm, repeated Thursdays 12.12pm
Six programmes from April 27.

The BBC's new series on life as a 17-year-old in Britain today seems to be a plug for the Youth Training Scheme. In following the YTS induction and experience of Justin and Julia, the series takes such a glowing line it might almost be a brochure for the Manpower Services Commission.

Take Julia. This arty and artless school leaver was pictured, mildly punk, at her birthday barbecue. We saw anxious adults discussing the possibility of her being accepted on YTS. Her interview, her unpromising encounter with her "work experience" boss and her giggly college induction followed in swift consequence. Though by implication, "he was tellin' us all these things and I was just saying 'yeh yeh' and pretending I know", flaws might be detected in the training. Julia's recorded comments are all gushingly positive. "Only bad thing is the money," she muses, as she and her friends – even more punk – watch endless re-runs of *Sid and Nancy* on the video. Touching to see her sniff through black and white make up as her teacher pulls her up – "you can be as outrageous as you like, but you must do the work". And job prospects? Well there is one job . . .

Now Justin, whose father describes him in next week's programme as "a lad that's going to get by on personality rather than opinions", is going into retailing. His father owns a drapers', and he is dead against having any more to do with curtains. A Mod in his spare time, he takes quite a lighthearted approach to what his dad calls "an opportunity to get him out of the bottom and into the middle range". We watch him and other trainees with their smart plastic wallets being shuffled round the big department store, learning a bit of maths and word processing, talking about sales techniques. It's a curiously dated, formal world, which pairs ambiguously with the equally ritualized Mod scooter rallies and dances Justin attends. Justin is an endearing soul who finds ten quid not enough for a night up west, gets lost on the tube and has his day made when he serves the managing director. In his case, a job (26 last year) is more of a possibility, and he savours the irony of ending up selling in the curtain department.

If young people must do YTS, these programmes are an introduction. However, though full of youthful optimism, there is little real hope or real experience of the working world conveyed within them.

Further programmes in the series look at other solutions to the great void beyond leaving school, and include the problems facing a Muslim girl and a handicapped boy.

This series will be shown again next year with updated information on the five youngsters.

Framework

SCHOOL RADIO
In the Picture
BBC Radio 4 VHF, Fridays 2.40pm
From May 1.

In the Picture consists of six radiovision programmes, the first of which was broadcast last Friday. Each 20-minute programme (designed to be tape recorded) relates in a detailed and imaginative way to 10 frames of an accompanying 35mm filmstrip.

The aim of the series is to introduce children between 10 and 14 to different ways of looking at and intensifying their experience of art, in order to develop a critical awareness of visual images. It should prove equally effective in the hands of primary teachers and secondary subject specialists.

The series rightly favours a thematic framework, within which each programme provides a different area of focus; and it deliberately avoids an academic "history of art" approach. In so doing, a worthy – and on the whole successful – attempt is made to remove the mystique which so oftens surrounds art and artists. Familiar and less familiar images, from cave paintings to the work of living artists, include paintings, posters, mosaics, tapestries, embroideries and wall paintings in order to puncture preconceived ideas about the appearance, construction and purpose of pictures.

The first programme, "Every Picture Tells a Story", employs the power of narrative to engage children's interest in paintings. Conventional ideas about pictures are challenged in the second, "Images on Stone", through a discussion of images which include cave paintings from Lascaux and Altimira, and an Aboriginal rock painting.

"Painting a Place" (3) and "Designing a Message" (6) are perhaps more appropriate for lower secondary pupils. However, the excitement generated by the dramatic presentation of "Mosaics" (4) and "Threads of Colour" (5) makes them both particularly suitable for inter-disciplinary work at the primary stage.

In general, the broadcasts are well produced, informative and energetically presented. Good use is made of everyday sounds, music, quotations and dramatized sequences, in order to locate the pictures in a social, cultural and historical context. At best the relationship between sound and image is excellent but on occasion details to which reference is made are difficult to identify on the filmstrip.

The accompanying notes for teachers are clear and straightforward, although a booklist and suggestions for follow-up activities would be useful.

Roy Prentice

An eye to the future

With the advent of satellite TV, Lid King considers the new potential for 'authentic' television in the language classroom

Over the past decade the television set has arrived in the language classroom, and it is now widely accepted by language teachers that it is there to stay. It is true that most of what has been achieved has been with non-examination groups – younger children or adults. But the examination boards' endorsement of "authenticity" and "communicative skills", not only at GCSE but in the new A levels as well, should give fresh impetus to the use of what is indeed the most effective communicative tool apart from the foreign country itself.

The advent of satellite TV opens up limitless possibilities for bringing a whole range of authentic language into the classroom. But as with all innovations we must be aware of the problems as well as the promise. So long as language broadcasting consists mainly of specially made – largely scripted – programmes (*Rendezvous France*, *Action Télé*, *Ensemble*) it is relatively easy to determine the language content appropriate for various levels. If, however, we are to move towards the widespread use of "authentic" television from abroad, then we must address ourselves to two main problems. First, what is appropriate in terms of content to both the interests of the pupils and the demands of the examination boards? Second – and perhaps most important of all – from the almost infinite range of possible material, how do we select suitable language and use it as a source for learning?

The key to future success will not be the satellite disc installed on the roof of the science block. It will be the use to which practising teachers actually put the broadcasts already produced by the BBC and ITV. Once this material is established as an important aspect of language teaching at examination level. Then we might envisage co-operative ventures intended to make use of off-air TV on a wider scale.

Since the Seventies both channels have produced a number of language teaching programmes based on "real" French TV. Several of these have been intended primarily for adult audiences and consequently they have included a great deal of linguistic support – subtitles, introductions and links in English etc. Even so, many items from these older programmes (*Reportage*, *Télé France* BBC), are still eminently suitable for use in an advanced language classroom. There is, for instance, a *Reportage* programme on immigration, parts of which are both thematically and linguistically appropriate for an A level class.

More recently the BBC has broadcast *Télé Montage*, and of course *Télé Journal*, which is quite widely used in schools and colleges, and which is also perhaps the only educational programme to use authentic television in languages other than French. These are again aimed at adults keeping up their passive command of the language and so the inflation of sub-titles (*Télé Montage*) and English (*Télé Journal*) creates a difficulty when the requirement is for a more active acquisition and use of language. Nevertheless some judicious doctoring and selection of items can make these programmes an invaluable resource. Over a year later I am still using French news reports on the Tottenham riots and *La Crise du Logement* (*Télé Journal*) with A level and other advanced groups.

If the BBC has aimed its authentic material at the "continuing" education sector, with obvious implications for the format of its programmes, Thames for ITV has deliberately targeted the post-16 school and college market over recent years. Their first experiment in this area was *Réalités Françaises*, a combination of scripted, authentic (off-air), and specially recorded material. Despite detailed teachers' notes containing vocabulary lists, transcripts and exploitation exercises, these programmes undoubtedly suffered because of the difficulty and almost unrelieved seriousness of their subject matter (for example adolescent sexuality) and the complexity of the language used. They are indeed a good example of the difficulties involved in using "real" television. Many of the studio discussions which are a feature of the programmes are just *too* authentic and colloquial for the teacher to be able to control or use effectively.

It would appear that these lessons have been learned by Thames, since their latest offering, *France Magazine*, breaks new ground in a number of ways (see review above). Although not as innovative as *La Belle Vie* (Thames's serialization of Anouilh's play, first broadcast with recorded introductions and detailed teachers' notes in 1985), *France Magazine* does bring together many of the best features of language broadcasts for advanced learners.

As its title suggests it is a compilation of short items from French TV chosen both for their intrinsic interest and potential for language exploitation. The fact that no single item exceeds five minutes is in itself a major plus. Experience suggests that this is about the maximum length of television that can usefully be exploited in a lesson. To overcome the problem of presentation and accessibility, Thames have come up with the imaginative idea of using a "real" French TV personality to introduce and link the items. The scripted link passages help understanding of the various items, but in a lively and engaging rather than a serious, pedagogical manner: "*France Magazine*, c'est nouveau, c'est sympa . . ."

The method chosen for presenting the items and the careful selection of "texts" means that the programmes are accessible to most 16 to 17-year-old students of French. My main complaint is that despite the wealth of exploitable material, Thames has not yet published any teachers' notes, although they are due for publication soon. If they are half as useful as the notes for *La Belle Vie*, then teachers of sixth forms – and indeed of older students – will have a most valuable resource.

If *France Magazine* represents the best attempt so far to harness the enormous potential of off-air television for language teaching, it is still only a stage in the process. It underlines yet again not only the effectiveness of televised material in increasing language competence, but also the central importance of finding suitable programmes and supporting materials.

The challenge for the future is not so much that of obtaining material, which is there in abundance, but of selecting, exploiting and using what is there. If we are to do this with any degree of success then two things are needed: more in-service training for teachers wishing to exploit the medium in a serious way, and greater input in terms of programmes and exploitation work from the broadcasting professionals. Such a *travail de base* may appear more humdrum than the promise offered by the satellite, but it is not in contradiction with it, and it does constitute the key to future success.

Dr L. J. W. King is head of languages, Woodhouse Sixth Form College.

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Nursery Education

Headships

BERKSHIRE
THE LAWNS NURSERY SCHOOL
Imperial Road, Windsor SL4 3RU
N.O.R. 140 P/T
Required for September 1987, a Headteacher for this Group 2 Nursery School.
Application form and further details from the Director of Education (Ref: PDC), Shire Hall, Shinfield Park, Reading, Berkshire RG2 9XE.
Closing date: 22nd May, 1987.
An Equal Opportunity employer. (43136) 100010

CHESHIRE
EDUCATION COMMITTEE
HALTON DISTRICT
BIRCHFIELD COUNTY NURSERY SCHOOL
Victoria Avenue, Widnes, Cheshire WA8 7TE
Tel: 051-424 4681
Required for September 1987 - AN EXPERIENCED NURSERY TEACHER - SCALE 2.
Ability to play the piano preferred.
Application forms are available from the District Education Officer, Grosvenor House, Shopping City, Runcorn, Cheshire. Tel: Runcorn 704412. To whom they should be returned by 15th May 1987. (05607) 100026

EALING
LONDON BOROUGH EDUCATION SERVICE
SELBOURNE FIRST AND MIDDLE SCHOOL
Conway Crescent, Perivale, Greenford UB6 8JD
Enthusiastic teacher required in September to open a new 20 place nursery class. Scale 1 salary + £1,215 London Weighting.
Application form (SAE) from Head, to be returned by 22nd May 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men. (31445) 100026

HERTFORDSHIRE
TROTTS HILL JMI SCHOOL
Wisdon Road, Stevenage, Herts. SG1 5JD
Tel: Stevenage 314189
Head: Mr D. Lee
Required for September 1987, Nursery Teacher (Scale 1) for integral nursery class in this expanding school. Visits welcomed.
Letters of application including c.v. and names and addresses of two referees to the Headteacher. Generous relocation expenses and mortgage subsidy scheme available in approved cases. Closing date 18th May. (43368) 100026

HERTFORDSHIRE
HERTFORDSHIRE & ESSEX HIGH SCHOOL
Warwick Road, Bishops Stortford
London and Cambridge 30 miles
800 plus girls (Sixth Form 180 plus) includes boys
Required for September 1987 a suitable qualified specialist assistant Mistress for Physical Education. Ability in and an enthusiasm for a wide range of activities including strong swimming and games. A generous contribution to the life of the school essential. Please state special interests in and beyond physical education. Scale 1 post plus London Fringe Allowance payable. The County Council operates a generous requirement incentive scheme.
Please apply to the Headmistress with full C.V. and the names and addresses of referees. (43375) 100026

KNOWSLEY
LONGVIEW JUNIOR AND INFANT SCHOOL
Astley Road, Huyton, Merseyside L36 8DB
(293 pupils on roll, plus 52 in Nursery - SPA payable)
SCALE 1 NURSERY TEACHER
Required for September 1987.
Application forms available (s.a.e.) from the Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YN, to whom they should be returned by 22 May 1987. (31527) 100010

Nursery Teacher
£7,602-£11,892

Required at Buddle Lane Family Centre, Locarno Road, Exeter to work with an already established team of Nursery Nurses. We need someone with skills in working with people be they parents, Nursery Nurses, Teachers, Child minders or any other people in the caring profession. You must have a sound understanding of the developmental and emotional needs of the under fives and experience of working in a team situation. You will be responsible for staff development in the educational field for the whole Centre. This post is to start in September 1987.

For informal enquiries, please contact Mrs Felicity Thomas, Principal on Exeter 79361.

Application form and job description (sae please) from Personnel and Training Section, Social Services Department, Ivybank, St Davids Hill, Exeter. Returnable by 22 May 1987. (16978)

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Other Appointments

BOLTON
METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
LEVER EDGE C.P. SCHOOL
Lever Edge Lane, Bolton BL3 3HP
Temporary Nursery Teacher, Scale 1 + SPS Allowance required from 1.9.87 to 31.8.88 during the secondment of a permanent member of staff for this 56 place unit with support staff of 3 nursery nurses.
Application forms available from the Director of Education and Arts, PO Box 53, Paderborn House, Civic Centre, Bolton, BL1 1JW to where completed applications should be returned by 20 May 1987. (31597) 100026

EALING
LONDON BOROUGH EDUCATION SERVICE
HEATHFIELD NURSERY SCHOOL
Park Road North, Acton, London W3 8RX
Required for September 1987 enthusiastic and committed Scale 1 nursery trained teacher for this group 2 multi-ethic nursery school.
Candidate should have a concern for parental involvement and interest in working closely in a team situation. First appointment teachers considered.
Visits welcome by arrangement with Head Tel: (01-992 0724).
Application forms (SAE) from Head to be returned by 22nd May 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities from lesbians and gay men. (31372) 100026

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COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community
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Salary: Scale 3
Required 1st September 1987 or as soon as possible, thereafter, to be in charge of nursery education within the Blackburn Roman Road Joint Day Care Centre for children under five, Blackburn. (No on Roll 75 FTE).
Applicants should be suitably qualified and experienced candidates for this important new post within the Authority.
For application form and address to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: 21st May, 1987. (43291) 100026

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
SUMMERVALE COUNTY PRIMARY SCHOOL
Lee Street, Oldham
NURSERY TEACHER - Scale 1
Required for September 1987.
Candidates should be suitable qualified and able to offer a commitment to creating an Activity Based Learning Environment in this multi-ethnic nursery class.
Please apply by letter to the Head at the school including full cv and names and addresses of 2 referees by 15th May.
An Equal Opportunity Employer.
Assistance with housing availability, Housing Authority. (31784) 100026

NURSERY EDUCATION
continued

STOCKPORT
Required from 1st September 1987
Teacher - Nursery
Scale 1
Ref. 3125
BRIDGE HALL PRIMARY SCHOOL
Bridge Hall Estate, Stockport SK3 8NR
Tel: 061-480 7889
A suitably qualified and experienced nursery teacher required.
Application forms available from the Director of Education, Town Hall, Stockport SK1 3XE (061-480 4949, Ext. 3813) and returnable to the the school, quoting reference, by 22nd May 1987.
Stockport is an Equal Opportunities Employer. (31736) 100026

Primary School Education

Headships

BERKSHIRE
Required for September 1987,
GENERAL PRIMARY ADVISORY TEACHER Headteacher Scale Group 4.
Applicants should have experience as a Head or Deputy Headteacher in a Primary School.
Application form and further details from The Director of Education (E8/SS), Shire Hall, Shinfield Park, Reading RG2 9XE.
Closing date: 22nd May, 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31820) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
ST MONICA'S RC COMBINED SCHOOL
Currier Drive, Neath Hill, Milton Keynes
Group 5 - 306 on roll plus 78 part-time Nursery places
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Application forms and further details are available from the Clerk to the Governors, 76 Ashfield, Stantonbury, Milton Keynes MK14 6AT.
Closing date: 22 May 1987. (31847) 110010

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
SHELF J & I SCHOOL
Shelf Hall Lane, Shelf, Halifax HX3 7LT
Ref. ED/2090
Readvertisement
HEADTEACHER (Group 4)
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Previous applicants will automatically be reconsidered and need not reapply.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Chief Education Officer, PO Box 33, Northgate House, Northgate, Halifax HX1 1UN to whom completed forms should be returned, quoting post reference number by 22 May 1987.
"The Council is committed to being an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, age, disability, sexual orientation or marital status who have the necessary attributes for the post". (31715) 110010

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
PEAKIRK-CUM-GLINTON C.E. PRIMARY SCHOOL
School Lane, Glinton, Peterborough
READVERTISEMENT
GROUP 4. NUMBER ON ROLL: 219
REQUIRED FOR JANUARY, 1988 OR EARLIER IF POSSIBLE:-
HEAD TEACHER
Applicants need to be in sympathy with the aims and purposes of this Church of England Aided School.
Possible housing assistance.
Further details and application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.). Closing date for receipt of applications 22nd May, 1987. (05415) 110010

CAMBRIDGESHIRE
FEN DRAYTON COUNTY PRIMARY SCHOOL
Cootes Lane, Fen Drayton, Cambridge CB4 5SL
Required for January or earlier, HEADTEACHER (Group 1).
Application forms and further details from Senior Area Education Officer, Castle Court, Shire Hall, Cambridge CB3 0AP. (Foolscap s.a.e. please). Closing date 13 May 1987. (05309) 110010

CUMBRIA
STONERAISE SCHOOL
Stoneraise, Durdar, Carlisle CA5 7AT
County M4-11 N.O.R. 70
HEADTEACHER Group 2
Required for Sept. 1987 or a.s.a.p. for this group 2 school a suitably qualified, experienced and enthusiastic teacher.
Application form and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU to be returned by 18.05.87. (31741) 110010

CUMBRIA
KELLS ST. MARY'S R.C. SCHOOL
High Road, Whitehaven CA28 9PG
HEADTEACHER
Required for January 1988 for this group 3 school. Suitably qualified, exprience and enthusiastic teacher who is a practising Roman Catholic and a holder of the Catholic teaching certificate.
Application form from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (s.a.e. please). Completed forms to be returned to the Chairman of the Governors: Rev R. Woods, St Mary's Church Kells, Whitehaven. Closing date 22.05.87. (31744) 110010

DURHAM
COUNTY COUNCIL
HEADSHIP
Applications are invited from suitably qualified and experienced teachors for the above post at the following:-
DARLINGTON ALDERMAN LEACH INFANT SCHOOL
Group 4
Application forms and further details are available from the Director of Education, County Hall, Durham DH1 5UJ upon receipt of a foolscap stamped addressed envelope to be returned by Friday, 22nd May 1987. (31724) 110010

HAMPSHIRE
HURSTBOURNE TARRANT C.E. (CONT.) PRIMARY SCHOOL
Hurstbourne Tarrant, Andover SP11 0AX
Required January 1988 or earlier Group 2 - HEADTEACHER.
S.A.E. for application form/further details from Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke RG21 1LU. Closing date for receipt of completed applications 28th May 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31486) 110010

HAMPSHIRE
ST. MARK'S C.E. (AIDED) PRIMARY SCHOOL
Queens Road, Farnborough, Hampshire GU14 6DU
N.O.R. 105
Group 3 School
Required for January 1988.
Applications are invited for the post of Head Teacher. Church of England communicant member preferred.
Closing date 29th May 1987.
Application form and details from The Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire GU14 6SF, on receipt of s.a.e.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31617) 110010

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COUNTY COUNCIL
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Application forms and further details available from the Chief Education Officer (Ref. JAC), Macclesfield House, New Road, Oxford OX1 1NA (Sae essential). An equal opportunity employer. (43275) 110010

HILLINGDON
LONDON BOROUGH OF HILLINGDON
CHARVILLE INFANT SCHOOL
Bury Street, Hayes, Middlesex UB4 8LF
Headteacher: Miss M.E. Williams, B.Ed.
Required for September 1987 or January 1988 a Headteacher for this Group 4 school. Estimated number on roll (Sept. 1987) 89 plus Nursery. The school occupies spacious premises built in 1939 and has a wide range of equipment and resources.
Closing date: 22 May 1987.
Outer London Allowance Payable. (37008) 110010

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community
HEADTEACHER - GROUP 5
Required 1st September, 1987 at Rawtenstall Constable Lee CE (Controlled), Rossendale. (239 on Roll).
For application form and address to whom completed forms should be sent, sent SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ.
Closing date: 21st May, 1987. (37103) 110010

Come and teach in Kent

HEADSHIPS

NORTH WEST KENT AREA

Dartford, Temple Hill County Primary School (Group 5).
School Roll: 257 (Spring Term 1988)
(+ Tutorial Unit and Nursery)
Applications are invited for the post at Dartford Temple Hill County Primary School, a school of modern construction situated within easy distance of the town centre.
Following the resignation of the Headteacher of the Junior Department, it is proposed to amalgamate the two departments of the school in part of the existing accommodation. Also on site and coming under the responsibility of the Headteacher are a tutorial unit and a nursery unit.
This post offers a very exciting challenge to a person able to offer the appropriate experience and qualifications.
Further details and application forms from: The Area Education Officer, 132 Windmill Street, Gravesend, Kent. (Enclosing a stamped addressed envelope).
Closing date: 25th May 1987.
The Authority operates a generopus disturbance allowance scheme.
Possibility of help with temporary housing in approved cases.

MID KENT AREA

Palace Wood CP School (Infant Department)
Talbot Road, Maidstone, Kent ME16 0HB
Group 3 Roll 115
Required with effect from January 1988 for this primary school.
Closing date 29th May 1987.

Sutton Valence County Primary School
Sutton Valence, Maidstone, Kent ME17 3HT
Group 4 Roll 152
Required with effect from January 1988 for this primary school.

St. Peter's CE Primary School
Mount Pleasant, Aylesford, Maidstone ME20 7BE
Group 3 Roll 132
Required with effect from January 1988 for this controlled primary school.
Application form and further details for previous three posts available from the Mid Kent Area Education Office, Astley House, Hastings Road, Maidstone, Kent ME15 7SQ (sae please). Returnable by 22nd May 1987 (unless otherwise stated).

SOUTH KENT AREA

George Spurgeon CP School
Sidney Street, Folkestone
Applications are invited for this Group 6 post to take effect from January 1988.
Application forms and further particulars available from Area Education Office, 3 Shorncliffe Road, Folkestone, Kent (S.A.E. please).
Closing date: 22nd May 1987.

HEADS OF DEPARTMENT

MID KENT AREA

Sandling CP School
Ashburnham Road, Maidstone ME14 2JG
Scale 3 required for September 1987. Applicants should be fully versed in modern ideals and methods. Post carries responsibility for major aspect of curriculum on this Group 5 school.
Apply with CV and two referees.

Unless otherwise stated, applications should be sent to the Head of the School concerned. (SAE please).

SCALE 2 & ABOVE

NORTH WEST KENT AREA

Chantry County Primary School
Ordanance Road, Gravesend, Kent, DA12 2RL.
To work throughout the school, but mainly in the infant department aiding children with language problems. Some home/school liaison work. Punjabi essential. Apply to Headteacher at the school. Possibility of help with temporary housing in approved cases.

WEST KENT AREA

Cage Green County Primary School (Infant department), Cage Green, Tonbridge, Kent TN10 4PT. Scale 2 + SSA.
CLASS FOR CHILDREN WITH GENERALISED COMMUNICATION DISORDERS.
Required for September 1987 a teacher for this new class catering for autistic/psychotic pupils. The post is with primary aged children who have severe communication difficulties of a specific nature. The post is suitable for teachers with specific training in, or experience of, children with learning difficulties and/or autism. Further details and application form, returnable within 14 days of the appearance of this advertisement.

St. Margaret Clitherow R.C. Primary School
Trench Road, Tonbridge, Kent.
Required for September 1987 an enthusiastic teacher to have responsibility for co-ordinating music education throughout the school. The possibility of a Scale 2 post for a suitable applicant. Preference given to a practising Catholic.

SOUTH KENT AREA

Bybrook County Junior School
Belmont Road, Kennington, Ashford, Kent.
Tel. Ashford 24943.
a) Experienced Junior teacher Scale 3 required for September 1987 to join Senior Management Team of this Group 4 School. Experience in the following curriculum areas would be a distinct advantage:– Science/Computer Assisted learning/P.E.
Closing date: 18th May 1987.
(b) Scale 2 teacher required for September 1987. An experienced and well motivated teacher able to contribute to Curriculum Development throughout the school. Please state curriculum interests.

Willesborough Infant School
Church Road, Willesborough, Ashford, Kent.
Enthusiastic infant teacher required for September 1987, who would value the experience of teaching in a large 12-classed infant school, with some physically handicapped integration. Able to offer responsibility for music throughout the school an advantage.

KENT
County Council

SCALE 1

NORTH-WEST KENT AREA

Wentworth County Primary Junior School
James Road, Dartford, Kent DA1 3NF.
September 1987. Applications are invited from an enthusiastic well-motivated teacher, with special interest in science, ceramics, (school kiln available) or art and craft. Applications to include curriculum vitae.

West Kingsdown County Infant School
Fawkham Road, West Kingsdown, Sevenoaks, Kent TN15 6JP.
Infant teacher for September. Visits welcome. Possibility of help with temporary housing in approved cases.

NORTH KENT AREA

Gillingham, Barnsole C.P. School
(Junior Dept), Barnsole Road, Gillingham, ME7 2JG.
Required for September, 1987 teacher for 1st/2nd Year Juniors. The successful candidate will have an interest in boys' games and be expected to play a full part in the life of the school.
Closing date 29th May, 1987.

Gillingham, Thames View C.P. School
(Junior Dept.), Bloors Lane, Rainham, ME8 7DX.
Teacher required for September to take a Lower School (vertically grouped 1st/2nd year) class. Suitable post for a college leaver.

Sittingbourne, Minterne County Junior School
Minterne Avenue, Sittingbourne, ME10 1SB.
Required for September, 1987. College leavers considered. Please state specialisations/interests. Boys' games and music particularly welcome.
Closing date 25th May, 1987.

Sittingbourne, The Butts County Infant School
Brewery Road, Milton Regis, Sittingbourne, ME10 2EE.
How would you like to join the happy band at the Butts? We have a vacancy for September suitable for someone who is keen, enthusiastic and innovative.
Apply by 15th May, 1987.

WEST KENT AREA

Ide Hill CE (Aided) Primary School
Ide Hill, Sevenoaks, Kent TN14 6JT.
Group 3, Roll approx. 90.
Required for September 1987. Music would be an advantage. Applicants should be communicant members of the Church of England.

Knockholt C of E Primary School
Main Road, Knockholt, Sevenoaks, Kent TN14 7NB.
Roll 90 approx.
Required for September 1987 an infant teacher for a friendly village school. Prospective applicants for the position are welcome to visit the school, please contact the Headmaster to arrange a mutually convenient time and date and for an application form.

SOUTH KENT AREA

Greatstone CP School
Baldwin Road, Greatstone, Kent
Required for September 1987. Permanent post for infants where the ability to play the piano is essential. Apply with two referees.
(13315)

Cleveland County Council

AN EQUAL OPPORTUNITIES EMPLOYER

Closing date: 22nd May, 1987.

Application forms and further details of the under-mentioned posts obtainable from and returnable to The County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. (Tel: Middlesbrough 248155, Ext. 3016/7) unless otherwise stated. Financial assistance with household removal expenses may be available in approved cases.

LYNNFIELD PRIMARY SCHOOL, Murray Street, Hartlepool, Cleveland TS26 8RL.

Head Teacher (Group 6)

Required for September, 1987 a suitably experienced and qualified teacher for the Headship of this Primary School with a 39 place Nursery, situated in Hartlepool and accommodated in recently constructed buildings.

WHALE HILL PRIMARY SCHOOL, Sandsend Road, Eston, Cleveland TS6 8AD.

Head Teacher (Group 6)

Applications are invited from suitably qualified and experienced teachers for the Headship of this large Primary School, which becomes available from September, 1987.
The school serves an area of East Cleveland and has a 39 place Nursery class.

ST CHRISTOPHER'S NEW ANGLICAN/ROMAN CATHOLIC AIDED, PRIMARY SCHOOL, Sussex Street, Middlesbrough, Cleveland.

Head Teacher (Group 4)

Applications are invited from suitably qualified and experienced teachers, who are regular communicant members of the Church of England or committed Roman Catholics for appointment, as from September, 1987, as first Head Teacher of the new Anglican/Roman Catholic Aided Primary School in central Middlesbrough, to be formed through the amalgamation of St Mary's R C Aided Primary and St Hilda's C E Controlled Primary Schools. The school is situated in modern premises, opened in 1987, with a Nursery offering 26 f.t.e. places and is intended, in accordance with the intentions of the Co-Promoters (The Anglican Diocese of York and the R C Diocese of Middlesbrough) to provide Christian education for the children of the area according to the principles of the Roman Catholic Church and the Catholic tradition of the Church of England. Previous applicants will be considered.
Completed forms should be returned to the Chairman of Governors of St Christopher's Primary School, c/o All Saints, Church House, Grange Road, Middlesbrough, Cleveland TS1 2LR. (40429)

EDGEWICK COMMUNITY PRIMARY SCHOOL, Cross Road, Coventry, CV6 5GP. Tel. Coventry 686893

Required: September 1987:-

Head Teacher

(Group 4 plus Social Priority School Allowance £201 or £276 p.a. and plus Community Allowance of £800 p.a. which is currently under review)

Applications are invited from experienced teachers for this post.

Application forms and further particulars (large s.a.e) from Director of Education, New Council Offices, Earl Street, Coventry, CV1 5RS. (Tel. 0203 25555 Ext. 2404) returnable by Monday, 18th May, 1987.

Canvassing disqualifies.

We welcome applications from men and women regardless of disability, race or marital status.

City of Coventry

PRIMARY HEADSHIPS continued

Headship

Mendham County Primary School

Group 2 Ages 5-11 Number on Roll 52

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher.

The school is situated in the village of Mendham nestling in the picturesque Waveney Valley and serves a rural community.

The appointment will date from either the beginning of the Autumn Term 1987 or Spring Term 1988.

Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich, IP4 1LJ (SAE please) and completed forms should be returned by 22nd May 1987.

St Pancras Roman Catholic Voluntary Aided Primary School, Ipswich

Group 3 Ages 5-11 Number on Roll 113

Applications are invited from suitably qualified, committed Roman Catholics for the post of Headteacher of this well established Primary School which draws its pupils from a wide area.

The appointment will date from the beginning of the Autumn Term 1987, or as soon as possible thereafter.

Further details and application forms are available from Canon E. McBride, Chairman of Governors, St. Pancras RC Aided Primary School, Stoke Road, Ipswich, IP1 6EF (SAE please), to whom completed forms should be returned by 22nd May 1987. (13440)

Suffolk County Council

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

HEADSHIPS

WINDLESHAM COUNTY FIRST SCHOOL, School Road, Windlesham GU20 6PD
NOR 120

HEADTEACHER required from September 1987, or as soon as possible thereafter, for this Group 3 First School, for pupils aged 5-8 years.
Salary Scale: £14,235 - £14,853 pa

CHRIST CHURCH C OF E MIDDLE SCHOOL, Fletcher Road, Bousley Rise, Ottershaw, Chertsey KT16 0JY
NOR 218

HEADTEACHER required from September 1987, or as soon as possible thereafter, for this Group 4 Middle School, for pupils aged 8-12 years.
Salary Scale: £14,859 - £15,588 pa
Application forms and further details for the above two posts from the North West Area Education Officer, Lismore, 9 Heathside Road, Woking GU22 7EU (SAE please).
Closing date: 22 May 1987. (44432)

CHURCHFIELDS PRIMARY SCHOOL
Churchfields Road, Beckenham, Kent, BR3 4QR.
Tel: 01-650 5247

HEADTEACHER

Group 5

Applications are invited from suitably qualified and experienced candidates. Post tenable from September, 1987 or as soon as possible thereafter.

The present school was built in 1890 as two separate schools. A new purpose-built Primary School is due to be opened in Spring 1989.

The new premises will provide a 1½ form entry, 330 places Mixed Junior and Infant School with provision for Special opportunity classes for approximately 40 pupils (370 in total). Additionally, nursery facilities will be provided for the equivalent of 25 full-time places.

The site for the new school is a short distance from the existing premises. It is about 4 acres in size and will include a playing field.

Application forms and further details available from/returnable to the Director of Education, Town Hall, Tweedy Road, Bromley, Kent, BR1 1SB by 21st May 1987. (13439)

HEADTEACHERS REQUIRED JANUARY 1988
(Or earlier if possible)

Applications are invited from suitably qualified teachers for the following Headships:
Staples Road County Junior School (Group 5 plus LFA £309 pa)
Staples Road, Loughton
Stebbing County Primary School (Group 3)
Stebbing, Dunmow

Removal and relocation expenses of c.£4,000 are available for those who qualify.

Please send foolscap sae for form and details to: County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date: 29th May 1987. (04247)

ESSEX County Council

HEADS

Gaywood Field Lane County Junior School, King's Lynn (Group 4)

Cobholm County First School, Great Yarmouth (Group 3)

Colkirk C.E. Voluntary Aided Primary School, Nr. Fakenham (Group 3)

Applicants should be practicing members of the Church of England

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date for applications 22nd May 1987.

Norfolk County Council

Five Elms Primary School (Roll 272)
Wood Lane, Dagenham, Essex

Applications are invited for the

HEADSHIP (Group 5)

of the above-named school as from September 1987 or as soon as possible thereafter.

Salary Scale: £15,768 - £16,497 plus £1215 per annum Inner London Allowance.

Reimbursement of removal expenses in approved cases.

Application forms and further details from:

Barking & Dagenham Education Department

Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date: 21st May 1987. (13314)

An Equal Opportunity Employer

SHROPSHIRE EDUCATION COMMITTEE
An Equal Opportunity Employer

PRIMARY HEADSHIPS

Applications are invited for the Headships of the following new schools which will open in September 1988. The Headships will be effective from January 1988.

1. Group 5.
The Martin Wilson County Primary School, Castlefields, Shrewsbury.
2. Group 4.
Greenfields County Primary School, Shrewsbury.

Application forms and further particulars (SAE) from:
County Education Officer, Education Department, Shirehall, Abbey Foregate, Shrewsbury. SY2 6ND

To be returned by Monday, 25th May 1987. (13439)

PRIMARY HEADSHIPS continued

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANYMYNECH C.P. SCHOOL/COMMUNITY CENTRE
Required from September, 1987.
Qualified Headteacher/Warden for this Group 1 School. Wardens Allowance is currently £1,439 p.a. (more is essential). (Ref: 585).
Application forms and further particulars obtainable from the Director of Education, The Shire Hall, Spa Road, Llandrindod Wells, Powys to whom completed forms should be returned by 22nd May, 1987. 110010
(14433)

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
HILTON LANE C. P. SCHOOL
Mainsail Drive, Little Hulton M38 9JU
HEADTEACHER GROUP 4
Required for September, 1987 or as soon as possible thereafter.
Applications are invited from qualified and experienced teachers for the above post.
Please send s.a.e. for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT, to whom completed applications should be returned by 22nd May, 1987. 110010
(13958)

SANDWELL METROPOLITAN BOROUGH COUNCIL
ST. MARGARETS C.E. JUNIOR AND INFANT SCHOOL
Birmingham Road, Great Barr, Birmingham
Required for September 1987.
HEAD TEACHER - Group 4.
Applicants should preferably be communicant members of the Church of England.
Application forms and further details available from and returnable to the Rev J.S. Rooney, Great Barr Vicarage, Chapel Lane, Birmingham B43 5BD. Closing date 18th May 1987.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (14339) 110010

SOMERSET
COUNTY COUNCIL
for two PRIMARY HEADSHIPS (Group 2)
Please ask for the Somerset County Council composite advertisement. (31833) 110010

BERKSHIRE
ETON PORNEY FIRST SCHOOL
High Street, Eton, Windsor
Required September 1987, a Deputy Headteacher (Group 4) for this school which has just been redesignated a Windsor First School (5-9 years) from being a combined school. The applicant should state their area of curriculum expertise and must have a modern flexible approach.
Further details and application form from the Headteacher (Windsor 861965).
No closing date.
An Equal opportunity Employer. (31811) 110012

BROMLEY
MALCOLM PRIMARY SCHOOL
Malcolm Road, Penge SE20
Tel: 01-778 4742
DEPUTY HEADTEACHER (Group 5)
Applications are invited from suitably qualified and experienced teachers for the above post, tenable from September 1987. Candidates should be prepared to take a major curriculum area as well as be involved in overall curriculum development.
The post will provide the opportunity to develop administrative and managerial skills within the school and relevant to recent national and local initiatives in Education. Candidates should be committed to a Primary ethos and have wide teaching experience with, in the primary age range.
Visits from prospective candidates are welcomed.
SPA allowance payable.
Application forms and further details available from the Headmaster (large s.a.e. please). Completed forms should be returned to the Director of Education, Town Hall, Tweedy Road, Bromley, Kent BR1 1SB by 19th May, 1987. (43246) 110012

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
HUNTINGDON AREA
BUCKDEN C.E. (C) SCHOOL
School Lane, Buckden, Huntingdon, Cambs. PE18 9SA
Required for January 1988 or September 1987 if possible. Deputy Headteacher for this Group 6 Primary School.
Application forms and further details from the Headteacher at the School. Closing date 1 June, 1987. (31798) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ST. JOSEPH'S R.C. (VOLUNTARY AIDED) FIRST SCHOOL
Hazell Avenue, Aylesbury, Bucks, HP21 7JF
Required for September 1987, or a.s.a.p. thereafter, a suitably qualified and experienced Teacher for the DEPUTY HEADSHIP of this school.
Roll: 240 pupils aged 5-8 Group:
Applications from practising Catholics will be given priority.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Officer Exchange Street, Aylesbury, Bucks. HP20 1UH
Closing date: 22 May 1987. (31842) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BRESLAUTON COUNTY MIDDLE SCHOOL
Narbeth Drive, Aylesbury, Bucks.
Applications are invited from suitably qualified and experienced teachers for the DEPUTY HEADSHIP of this school from September 1987, or as soon as possible thereafter.
Group 4
Present roll: 237 pupils aged 8 - 13
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.
Closing date: 22nd May 1987. (31852) 110012

CUMBRIA
DEPUTY HEADSHIPS
Required September 1987
ST. MARY'S C. OF E. SCHOOL
Princes Road, Windermere LA23 2DD
V.A. C.E. INFANT 3-7
N.O.R. 185 AND 51 part time. Group 4.
Required for this Nursery/Infant school a suitably qualified, experience and enthusiastic teacher to play a leading role in curriculum and staff development. Preference will be given to a practising member of the Church of England.
Previous candidates need not apply as they will be given automatic consideration.
Application forms from and address below to be returned to Rev. W. E. Barker. St. Mary's Vicarage, Windermere LA23 2DD by 22nd May 1987.

ST. CUTHBERT'S R.C. PRIMARY SCHOOL
Princes Road, Windermere LA23 2DD
V.A.R.C. M4-11 N.O.R. 78 Group 3
Suitably qualified and experience teacher who is a practising Roman Catholic and a holder of the Catholic teacher's Certificate. Application forms available from the address below to be returned to the Headteacher by 22nd May.
Applications forms for both posts from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (s.a.e. please). (31764) 110012

DORSET
BRIDPORT COUNTY PRIMARY SCHOOL
St. Andrews Road, Bridport.
DEPUTY HEADTEACHER (GROUP 5)
Required from September 1987 or January 1988.
Application forms, returnable by 1st June 1987, and further details from the Headmaster (Foolscap sae). (43276) 110012

HAMPSHIRE
NORTRAM FIRST SCHOOL
Peel Street, Southampton SO1 1GU
Required September Deputy Head Group 3.
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
S.A.E. to School for full details. Application by letter to Head with C.V. and names of two educational referees by 18th May. (43319) 110012

EAST SUSSEX
HELLINGLY COUNTY PRIMARY SCHOOL
North Street, Hellingly, Hailsham BN27 4DS
Roll: 140
From September: Deputy Head for this Group 3 school. Enthusiastic teacher required to help in the development of a project orientated curriculum. Please state special interests which could be of use to the school.
Relocation grants in approved cases.
Please write to 'Headteacher giving full c.v. and two referees by May 18th. (31704) 110012

ESSEX
COGGESHALL ST PETER'S C/E PRIMARY SCHOOL
Church Green, Coggeshall, Colchester
Tel: Coggeshall 61328
(Roll 298)
DEPUTY HEADTEACHER Group 5
Required September 1987, teacher committed to child centered approach in learning, required to join our lively, dedicated staff.
Closing date: 20th May 1987.
Application form and further details available from (on receipt of sae) and returnable to the Area Education Office, Crossman Block, Station Approach, Braintree, Essex CM7 6QA.

CHALKWELL HALL INFANTS SCHOOL
London Road, Leigh on Sea
Tel: (0702) 78533
(Roll 310)
DEPUTY HEADTEACHER Group 4
Applications are invited from ambitious teachers to take a positive role in curriculum, staff development, and to participate in the management of the School.
Visits to the School would be very welcomed.
Closing date: 19th May 1987.
Apply to the Headteacher enclosing cv, names of two referees and a foolscap sae please.

RIVERSIDE COUNTY INFANTS SCHOOL
Ferry Road, Hullbridge, Hockley SS5 6NU
Tel: Southend 230282
(Roll 270)
DEPUTY HEADTEACHER Group 4
Applications are invited from innovative, adaptable candidates who possess the skills to lead a mutually supportive team of staff with a commitment to meeting the individual needs of the children.
Required for September 1987.
Closing date: 19th May 1987.
Further details and application forms available from Area Administrative Officer, South Essex Area Education Office, Civic Centre, Victoria Avenue, Southend on Sea, Essex, to whom all applications should be returned.

SHAW COUNTY JUNIOR SCHOOL
Avon Green, South Ockendon RM15 5QJ
Tel: South Ockendon 852367
(Roll 149)
DEPUTY HEADTEACHER Group 3 + £282 fa, £201 spa.
Readvertisement, previous applicants automatically considered
Required January 1988, teacher sensitive to needs of individual children to work closely with colleagues and new Head.
Relocation expenses payable in approved cases.
Closing date: 29th May 1987.
Send sae to South West Area Education Office, The Knarra, Basildon SS16 5RX. (43350) 110012

NEWHAM
LONDON BOROUGH OF NEWHAM
SELWYN JUNIOR SCHOOL
Cecil Road, London E13 0LX
Head Teacher: Mr. S.A. Eales
Number on Roll: 193
DEPUTY HEAD Group 4
Required: September 1987 or as soon as possible.
Selwyn is a multi-ethnic school, committed to community involvement.
London Allowance £1,215.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 19.5.87. Education Offices, 379/385 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (31571) 110012

HEREFORD AND WORCESTER
COUNTY COUNCIL
HARVINGTON C.E. FIRST SCHOOL
Harvington, Evesham, Worcs. WR11 5NQ
Required from September 1987 a Deputy Head Group 3. Applications are invited from suitably qualified and experienced teachers to join a team of enthusiastic and energetic teachers. Please state special interests.
Closing date 18th May 1987.

FRANKLEY, THE BEECHES FIRST SCHOOL
Thrushwaite Close, Rubery, Nr. Rednal, Birmingham B45 0DS
Required from September 1987, a Deputy Head for this Group 5, 5-8 age range First School.
Application forms and further details are available from the Headteacher of the school concerned (s.a.e. please). (43437) 110012

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WELHOLME MIDDLE SCHOOL
Welholme Road, Grimsby DN33 2PP
Required for September 1987:
DEPUTY HEADTEACHER, GROUP 5.
Applications are invited for the above post, which will be combined with that of MATHEMATICS CONSULTANCY. Candidates would take future responsibilities into account, and would be willing to teach and lead in any of the middle/junior school year groups.
Letters of application, including a full curriculum vitae and the names and addresses of two referees should be forwarded to the Head Teacher at the school by 15th May 1987. (31661) 110012

NORFOLK COUNTY COUNCIL
EDUCATION DEPARTMENT
CATTON GROVE 1ST
Hunter Road, Norwich NR3 3LP2
DEPUTY HEAD (GROUP 6)
Required from September 1987 or as soon as possible thereafter.
Forms and further details from Central Area Education Office, Gladstone House, 28 St. Giles Street, Norwich NR2 1TG. (s.a.e. please). Completed forms to be returned to the Head Teacher. (31650) 110012

WILTSHIRE
Please see display advertisement on Page 16. (08430) 110012

SHROPSHIRE
WORFIELD C.E. PRIMARY SCHOOL
Main Street, Worfield, Bridgnorth, Shropshire WV15 5LF
Tel: Worfield 606
Required for September 1987, Permanent, full-time Deputy Head Group 4 Teaching. Applicants should be imaginative teachers with wide experience across the age range. Please state special interests.
Application forms and details from Jan Head (SAE required). (43501) 110012

SURREY
EDUCATION COMMITTEE
CAMBERLEY COUNTY FIRST SCHOOL
France Hill Drive, Camberley GU15 3QA
(NOR 164)
Deputy Headteacher required from September 1987, or as soon after as possible for this Group 3 First School for pupils aged 5 - 8 years. The school has a 30-place Nursery Unit (providing 40 places on a part-time basis).
Salary Scale: £11,328 - £12,957 plus £309 London Allowance (Fringe Area).
Application forms and further details from The Area Education Officer, Lismore, 9 Heathside Road, Woking, Surrey GU22 7EU.
Closing date 22 May 1987. (43285) 110012

SURREY
EDUCATION COMMITTEE
BEAUFORT COUNTY MIDDLE SCHOOL
Heathside Avenue, Woking GU21 3HG
(NOR 237)
Deputy Headteacher required from September 1987, or as soon after as possible for this Group 5 Middle School, for pupils aged 8 - 12 years.
Salary Scale: £12,843 - £14,112 plus £309 London Allowance (Fringe Area).
Application forms and further details from The N.W. Area Education Office, Lismore, 9 Heathside Road, Woking, Surrey GU22 7EU (SAE please).
Closing date 22 May 1987. (43286) 110012

Heads of Department

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
GEOFFREY FIELD JUNIOR SCHOOL
Erleigh Road, Reading
Tel: 872093
NOR 336
Required September 1987 Scale 3 teacher to act as Year Co-ordinator in a co-operative team environment. The applicant should have a modern flexible approach and the ability to lead a major curriculum area. Experience of early years desirable but not essential. Applicants who responded to the last appearance of this advertisement should contact the Headteacher.
Closing Date: 18th May 1987
Berkshire has a scheme of reimbursement of lodging and removal expenses. (31821) 110018

Deputy Headships
Second Masters/ Mistresses

OAK LODGE PRIMARY SCHOOL
Chamberlain Crescent, West Wickham, Kent, BR4 0LJ.
Tel: 01-777 5697

Headteacher

Group 6

Oak Lodge Primary School is situated on the edge of the Borough, and attracts strong parental support. It has a roll of about 460. The Authority is seeking to appoint a suitably qualified and experienced teacher with proven leadership qualities to take on the Headship of this school, following the retirement of the present Headteacher, at the beginning of the Spring Term 1988.

Bromley THE LONDON BOROUGH

Further details and application forms available from the Director of Education, Town Hall, Tweedy Road, Bromley, BR1 1SB (large SAE please) by 21st May, 1987. (40434)

Education

Head Teacher

A qualified teacher is required. The vacancy is created by the retirement of the present Head Teacher. Vacant 1 September.

Group 3
BILSTHORPE INFANT AND NURSERY SCHOOL
Crompton Road, Bilsthorpe, Newark, Notts. NG22 8PS.
Roll: 122 plus 40 place nursery.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer, at County Hall. Closing date 22 May. Please quote ref. S28.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

BRENT EDUCATION

towards a better future

COME AND JOIN US

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- limited hostel facilities available
- Special schools – exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

DEPUTY HEAD – Group 6

JOHN KEBLE C.E. JUNIOR MIXED & INFANT SCHOOL, Crownhill Road, London NW10. Tel: 01-965 5072 (Roll: 380, SPA Range: £201-£276)

Required from SEPTEMBER 1987 –
DEPUTY HEAD (Group 6)
This two-form entry, inner-city school serves a multi-racial community. Applications are invited for this challenging post from suitably experienced primary-trained teachers who are members of the Church of England. The Governing Body is committed to policies of multi-cultural and non-sexist education. Inner London and Social Priority Allowances payable.
Application form (sae) and further details available from the Headteacher, returnable within ten days.

Brent is fundamentally committed to multi-cultural education.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

PRIMARY EDUCATION
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON

MINET INFANT SCHOOL

See under Scale 2 posts. (31277) 110018

Scale 2 Posts and above

BARNET
LONDON BOROUGHP
Required September 1987
THE HYDE INFANT SCHOOL
The Hyde, NW9 6LE
Roll: 179
Enthusiastic and experienced Infant Teacher for this multi-cultural school. Please state curricular interests.
Salary equivalent to Scale 2.
Removal expenses and separation allowance payable.
Application forms (foolscap S.A.E.) obtainable from and returnable to the School by 30th May 1987.
(31441) 110020

AVON COUNTY
ST JOSEPH'S RC VA PRIMARY SCHOOL
West Hill, Portishead, Bristol BS20 9LO
Required from 1st September 1987, an enthusiastic and caring infant teacher. Applicants should be a practising Catholic. An interest in girls' games would be an advantage. A Scale 2 post is available for suitable candidates, but applications from students expecting to qualify this year welcomed.
Further details from and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, enclosing sae.
Closing Date for applications: 5th June 1987.
Avon is an equal opportunities employer.
(31828) 110020

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1987
WOODCROFT INFANTS SCHOOL
Goldbeaters Grove, Burnt Oak, Edgware, Middlesex HA8 0QF
Tel: 01-959 5531
Roll: 271
An experienced and enthusiastic teacher to take the load in Literacy and Language development in this lively child centred 3 form entry school. Scale 2. Visits welcome. S.P.A. allowance payable.
Previous applicants will be reconsidered.
Removal expenses and separation allowances available.
Application forms (Foolscap s.a.e.) obtainable from and returnable to the Head Teacher by 20th May 1987.
(31578) 110020

AN EQUAL OPPORTUNITY EMPLOYER
Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability.

Waltham Forest

To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 a.m. – 4.30 p.m. providing for teachers children from 3–5 years of age.

For application form, except where otherwise stated, please contact the Headteacher direct.

Primary

SCALE 2

SUN TRAP FIELD STUDY CENTRE,
Church Road, High Beach, Loughton, Essex.
Teacher-In-Charge: Mrs M Hammond

Required for September

Temporary teacher required to cover maternity leave in this large primary age Field Study Centre.

Applicants will be expected to work mainly with older juniors in a team teaching situation and should have a sound understanding of environmental education.

SCALE 2 plus Outer London Allowance. Ref. P/740.

Required for September

2 successful teachers required for this large primary age Field Study Centre. Applicants will be expected to work mainly with older juniors in a team teaching situation and should have a sound understanding of environmental education.

SCALE 2 plus Outer London Allowance. Ref. P/741.

Application form (and further details) available from and returnable to the Teacher-in-Charge.

Closing date for the above 2 posts 18 May 1987.

SCALE 1

CHURCH MEAD JUNIOR SCHOOL,
Church Road, London E10
Head: Mr A Jones

Required for September

2 teachers required in this large multicultural school.

Applications from newly qualified teachers welcome.

SCALE 1 plus Outer London and Social Priority Allowances. Ref. P17/738.

ST. JOSEPH'S RC INFANTS SCHOOL,
Marsh Lane, London E10
Head: Mrs M Le Count

Waltham Forest is a multi-racial area and the Governors are anxious to ensure this is reflected in their workforce. They welcome applications from people regardless of ethnic origin, sex or disability.

Required for September

Experienced teacher required. Scale 2 available for suitable candidate. Practising Catholic preferred.

SCALE 1 plus Outer London Allowance. Ref. P48/739.

SYBOURN JUNIOR SCHOOL,
Sybourn Street, London E17
Head: Mr P Baugh

Required for September

Experienced Primary trained teacher required.

SCALE 1 plus Outer London Allowance. Ref. P53/726.

ST. PATRICK'S RC PRIMARY SCHOOL,
Longfield Avenue, London E17
Head: Mrs B Craft

Waltham Forest is a multi-racial area and the Governors are anxious to ensure this is reflected in their workforce. They welcome applications from people regardless of ethnic origin, sex or disability.

Required for September

An enthusiastic and committed teacher for an infant or junior class. Willingness to play a full part in the life of the school is essential. Practising Catholic preferred. Suitable for newly-qualified teacher. Accommodation is available in the parish.

SCALE 1 plus Outer London Allowance. Ref. P53/737.

Special

SCALE 1

LEA GREEN SCHOOL AND CENTRE,
Leyton Green Road, London E10
Head: Mrs M Gross

Required for September or as soon as possible

Qualified teacher, SCALE 1(s) (plus Outer London Allowance) to work in this expanding borough special resource which caters for children of all ages with social, emotional and behavioural problems with attendant learning difficulties.

The person appointed will be required to work with secondary aged pupils.

Applicants must be qualified teachers. Ref. S9/736.

AVON COUNTY
NEW NORTH WORLE COUNTY PRIMARY SCHOOL
C/O Becket County Primary School, Tavistock Road, Worle, Weston-Super-Mare
Required from 1st September 1987, a scale 3 teacher to be in charge of a two-teacher special needs unit to be established at this new primary school (opening in September). The provision will afford support to young children in the main, some foreseeably of pre-school age.
As it is a generic unit, applicants should have experience of teaching children with a wide variety of developmental delays and maturational/emotional difficulties.
A particular interest in language development within a generally nurturing environment is required.
Considerable liason with parents and professionals of other disciplines will also be involved. An advanced qualification in special education is desirable.
Letters of application to the Headteacher of New North Worle Primary School, c/o Becket County Primary School, giving full cv and names of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (31830) 110020

BARNET
LONDON BOROUGH
Required September, 1987
THE HYDE INFANTS SHCOOL
The Hyde, NW9 6LE
Roll: 179
Enthusiastic and experienced Infant Teacher for this multi-cultural school. Please state curricular interests.
Salary equivalent to Scale 2.
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) obtainable from and returnable to the school by 20th May, 1987.
(31447) 110020

BEDFORDSHIRE
EDUCATION SERVICE
HART HILL JUNIOR SCHOOL
Brooms Road, Luton, Beds.
Tel: 30094
Required for September 1987, an enthusiastic teacher with initiative and a genuine desire to collaborate. Please state curriculum interests. Scale 2 post for suitable applicant.
Application forms available from and returnable to the Headmaster. S.a.e. please.
Bedfordshire is an Equal Opportunities Employer.
(31915) 110020

BEDFORDSHIRE
ICKFIELD JUNIOR SCHOOL
Birdsfoot Lane, Luton, Beds.
Tel: 574687
Required for September 1987, a teacher to take full part in leading curriculum development. Applications particularly welcome for Maths, C.D.T. and/or P.E. and Games, Scale 2/3.
Application forms available from and returnable to the Headmaster. S.a.e. please.
Bedfordshire is an Equal Opportunities Employer.
(31916) 110020

BEDFORDSHIRE
EDUCATION SERVICE
LEAGRAVE INFANT SCHOOL
Strangers Way, Luton, Beds.
Tel: 571728
Required for September 1987, a teacher for Maths/Computer Studies, Scale 2. Experience with children with special needs an advantage.
Application forms available from and returnable to the Headmistress, S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(31920) 110020

BEDFORDSHIRE
EDUCTION SERVICE
WILLIAM AUSTIN INFANT SCHOOL
Austin Road, Luton, Beds.
Tel: 595198
Required for September 1987, an experienced class teacher, able to co-ordinate the teaching of Music throughout the school. Scale 2 post available for a suitable applicant.
Application forms available from and returnable to the Headmistress, S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(31927) 110020

BEDFORDSHIRE
WARDEN HILL INFANT SCHOOL
Birdsfoot Lane, Luton, Beds.
Tel: 595150
Required for September 1987, an Infant teacher. An interest in Art and Craft an advantage. Scale 2 post available for suitable candidate.
Application forms available from and returnable to the Headmistress, S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(31926) 110020

BEDFORDSHIRE
EDUCATION
SOUTHFIELD JUNIOR SCHOOL
Pastures Way, Luton, Beds.
Tel: 64876
Required for September 1987, an experienced teacher of Juniors with significant curriculum expertise and enthusiasm, Scale 2 post for suitable applicant.
Application forms available from and returnable to the Headmaster, S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(31917) 110020

BROMLEY
PRINCES PLAIN PRIMARY SCHOOL
Church Lane, Bromley BR2 8LD
Tel: 01-462 2443

For September 1987, a Scale 2 teacher to take responsiblity for MUSIC.

An active interest in other areas of the curriculum and willingness to participate in their development is essential. Please state particular interests. Experience in teaching the Whole Primary age range would be an advantage.

Visits welcomed.

Details and application forms available from/returnable to the Headteacher (large SAE please or telephone) by 18th May, 1987. (31469) 110020

BROMLEY
ST. PAULS CRAY C.E. PRIMARY SCHOOL
Buttermere Road, St. Pauls Cray, Orpington, Kent BR5 3WD

Tel: 0689 21993

For September 1987, an experienced, energetic and enthusiastic primary teacher. This is a SCALE 2 post with responsibility for MATHEMATICS and COMPUTER STUDIES, in a newly developed primary school. Applicants should be in sympathy with the teaching of the Church of England.

Details/application forms from and returnable to the Headteacher (large SAE please) by 19th May, 1987.

Visits welcomed.
(31471) 110020

TEACHING VACANCIES

Situated on the North Bank of the Thames, a few miles to the east of Central London, we are conveniently located for the City and West End, and within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:-

- ★ **100% removal expenses payable to teachers moving to the area to take up permanent appointments.**
- ★ **special consideration for temporary Council accommodation (for up to a year).**
- ★ **£1215 per annum Inner London Allowance.**

The following vacancies are available from September 1987:

Hunters Hall Junior School (Roll 223)
Alibon Road, Dagenham, Essex

A well-qualified, experienced and enthusiastic teacher to be responsible for Physical Education, Games, and associated activities throughout the school. Support in any other area of the curriculum would be helpful but is not essential. Scale 2.

Visits welcomed (Tel: 01 592 1510 for appointment).

Thames View Junior School (Roll 192)
Bastable Avenue, Barking, Essex

A teacher of initiative and energy to join a committed and enthusiastic staff and new Headteacher in a challenging and rewarding school. Scale 2 post for Language Development.

Visits welcomed (Tel: 01 594 8645).

Valence Junior School (Roll 200)
Bonham Road, Dagenham, Essex

Assistant teacher to take responsibility for Music. Scale 2.

Visits welcomed (Tel: 01 592 1666 for appointment)

Monteagle Junior School (Roll 333)
Burnham Road, Dagenham, Essex

Assistant teacher to develop P.E./Games in this large, well-equipped school. Ability to offer a wide range of activities essential. Scale 2.

Visits welcomed (Tel: 01 592 5627 for appointment)

Barking & Dagenham
Education Department

Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Returnable as soon as possible. (13312)

An Equal Opportunity Employer

Education
County Unattached Staff

Appointment of Community Teachers
(Scale 2)

Required for the following schools:-
Ollerton Infant School, Whinney Lane, New Ollerton, Newark, Notts.
Robin Hood Infant School, Oxclose Lane, Mansfield Woodhouse, Mansfield, Notts.
St. Augustine's R.C. (Aided) Primary School, Park Avenue, Mapperley Road, Nottingham.
Welbeck Primary School, Kingslake Place, Meadows, Nottingham.

The appointments will be for the Autumn Term 1987.

Candidates should be experienced and successful primary teachers who are interested in developing home/school/community links in order to enlarge the mutual understanding between the schools and the families and neighbourhoods which they serve.

Application forms and further details are available (s.a.e. please) from the Chief Education Officer, at County Hall. Closing date 18 May. Please quote ref. S26.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

PRIMARY EDUCATION
continued

BROMLEY
OAKLANDS JUNIOR SCHOOL
Oaklands Lane, Biggin Hill, Kent TN16 3DN
Tel 0959 73963
For September 1987 (re-advertisement), two experienced class teachers.
Scale 3 post - to assist with the development of computer education in the school, including management of the computer network.
Scale 2 post - to be responsible for the development of Music in the curriculum and to be a member of our language development scheme.
Further details and application forms available from/returnable to the Headteacher (large SAE please) by 18th May, 1987. (04851) 110020

BROMLEY
HAWES DOWN JUNIOR SCHOOL
The Mead, West Wickham, Kent BR4 0BA
Tel: 01-777 4174
For September 1987, two enthusiastic and suitably experienced Scale 2 teachers for the posts of co-ordinators in the following curriculum areas: HUMANITIES, MUSIC.
Applicants will be expected to take a full part in the life of the school and be interested in the general curriculum development of it. An additional interest in DRAMA would be welcome but it is not essential.
Details and application forms from/returnable to the Headmaster (large SAE please) by 15th May, 1987.
Applicants are invited to telephone the school for forms and/or to arrange visits.
(31813) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BROOKMEAD COUNTY COMBINED SCHOOL
High Street, Ivinghoe, Leighton Buzzard, Beds. LU7 9EX
Headteacher: K. Gorman
Roll: 228 pupils
Scale: 2
Required for September 1987, an experienced Teacher.
Applicants should state their particular strengths and preferences.
An ability to teach Music and/or an interest in the younger age range would be useful.
Assistance with removal expenses is given in approved cases.
Applications by letter in the first instance (s.a.e.) giving full details and the names and addresses of two referees, direct to the Headteacher at the school. (31843) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
ST MARY MAGDALENE RC COMBINED SCHOOL
Ardwell Lane, Greenleys, Milton Keynes MK12 6AY
Headteacher: P Murtagh, BA
Required from September 1987, a teacher to join the staff of this developing school. Scale 2 available for candidate able to contribute to an area of the curriculum.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (31846) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
MILTON KEYNES AREA
CEDARS COUNTY MIDDLE SCHOOL
Bury Street, Newport Pagnell MK16 0DT
Headteacher: T Winter
Required for September 1987, an experienced classroom teacher with a sound understanding of primary practice and able to make a significant contribution to the development of the school curriculum. Applicants should state areas of special curricular interest. Scale 2.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms are available from the Headteachers on receipt of an A5 stamped addressed envelope.
(31845) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CONNIBURROW COUNTY MIDDLE SCHOOL
Bryony Place, Conniburrow, Milton Keynes MK14 7AR
Required for September 1987 a teacher to take a post with senior responsibility. Applicants are asked to state their major interests and abilities. Scale 3.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing in the area.
Immediate application by letter quoting two referees, enclosing full C.V. and a stamped addressed envelope to the Headteacher.
[illegible]

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
RIVERS COUNTY FIRST SCHOOL
Trent Road, Bletchley, Milton Keynes MK3 7EB
Headteacher: Mrs. J.V. Stalte
Due to promotion to Deputy Headship of the present postholder, an experienced teacher is required who will be responsible for Mathematics across the curriculum of the entire school. (Children aged 3 to 8 plus). This is a Scale 2 post which is available from September 1987. The ability to play the piano would be an advantage but is not essential.
Assistance with removal expenses may be available in approved case. There is a wide range of housing to buy in the area.
Application by letter within 7 days, quoting two referees and enclosing full C.V. and a stamped addressed envelope, to the Headteacher at the school. (31950) 110020

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
ST. LAURENCE R.C. PRIMARY SCHOOL
Arbury Road, Cambridge CB4 2JX
Required from September, experienced primary teacher, Scale 2, to be responsible for the development of Early Years Education and to teach reception class in the first instance. A musician would be particularly welcome. It is desirable that applicants hold the Catholic Teachers Certificate.
Application form and details from the Headteacher (s.a.e. please).
(31665) 110020

CAMBRIDGESHIRE
(AN EQUAL OPPORTUNITY EMPLOYER)
FULBRIDGE COUNTY INFANT SCHOOL
Keeton Road, Peterborough PE1 3JQ
Tel: Peterborough 66990
Head Teacher: Mrs M. Ashby
Group 4
Required for September 1987, a flexible and enthusiastic teacher (Scale 2) with a cheerful personality who will give a positive lead in developing music in the School as well as having well proven classroom ability.
Candidates are requested to telephone the School for an application form.
Closing date for receipt of applications 18th May.
(31654) 110020

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

DAVIDSON JUNIOR SCHOOL
Dartnell Road, Croydon, Surrey CR0 6JA

Tel: 01-656 4572

An experienced and enthusiastic teacher to be responsible for developing music throughout the school. Willingness to work closely with other members of staff is essential and knowledge of working in a semi open-plan environment desirable. Visits to the school are welcome.

Salary: Scale 2.

Tenable: 1st September 1987.

Closing date for applications: 20/5. (04872) 110020

DUDLEY
METROPOLITAN BOROUGH

EQUAL OPPORTUNITIES EMPLOYER

BROCKMOOR FIRST SCHOOL
Station Road, Brockmoor, Brierley Hill DY5 3HR

Required September, 1987 experienced and enthusiastic TEACHER (Scale 2) to take responsibility for Science and Computing throughout school. Previous applicants will be automatically considered.

Details/Application forms from and returnable to Headteacher, Mrs B. Julian, by 18th May.
(43318) 110020

EALING
LONDON BOROUGH
EDUCATION SERVICE
RAVENOR CFM SCHOOL
Rosedene Avenue, Greenford, Middx. UB6 9SB
Number on roll 470 - 4 - 12 years
ASSISTANT TEACHER SCALE 2
Required September Class teacher for Reception or second year class in thriving mulit-ethnic school. Scale 2 post for experienced candidate. Please state curriculum strengths.
Application forms (sae), Job specification from Head to be returned by 20th May.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (37003) 110020

EAST SUSSEX
WEST HOVE JUNIOR SCHOOL
Portland Road, Hove BN3 5JA
Roll: 318
From September: experienced Teacher (Scale 2). Please state curricula interests.
Relocation grants in approved cases.
Application forms (s.a.e. please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by [illegible] 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
EASTFIELD PRIMARY SCHOOL
Eastfield Road, Enfield EN3 5UX
Roll 415
The following Scale 2 posts are available from September 1987 for suitably experienced and enthusiastic teachers:
(a) SPECIAL NEEDS
This is a permanent post. Applicants should be able to develop the curriculum and co-ordinate all aspects of Special Needs throughout the School.
(b) Two temporary posts available, one for the Autumn Term, one for the duration of a maternity leave. Candidates shold state their special interests, although one of the following curriculum areas would be particularly welcome - P.E./Movement/Drama, Language, Computers/A.V.A., Music.
Informal enquiries and visits welcome - Tel: 01-804 5013/1072.
London Allowance, £795.
Letter of application including a c.v. to the Head Teacher by Friday, 15th May 1987.
An equal opportunity employer. (31586) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
WALKER PRIMARY SCHOOL
Waterfall Road, London N14 7EG
Roll 420
Required September 1987, an experienced teacher with the INFANT age group. Will need to work closely with colleagues throughout the School.
London Allowance, £795.
Letters of application, including a full C.V. to be sent to the Headteacher at the School by Friday, 15th May 1987.
An equal opportunity employer. (31593) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
FLEECEFIELD PRIMARY SCHOOL
Brettenham Rd., London N18 2ES
Roll 215 plus Nursery
Required from September 1987, a committed and enthusiastic primary teacher for this one form entry, Social Priority School. The successful applicant will be required to work with the Headteacher and staff to develop an appropriate, relevant curriculum in Language throughout the whole age-range.
Applicants are welcome to visit the school by prior appointment with the Head Teacher.
London Allowance, £795.
Letters of application including a c.v. to the Head Teacher by 15th May 1987.
An equal opportunity employer. (05966) 110020

ESSEX
GIFFORDS COUNTY JUNIOR SCHOOL
Queen Elizabeth Drive, Corringham SS17 7TG
Tel: Stanford le Hope 672138
(Roll 347)
TEACHER Scale 3
Required September, adaptable, child centred teacher, experienced in open-plan/team teaching. Music an advantage but all curricular strengths considered.
Relocation expenses payable in approved cases.
Closing date: 15th May 1987.
Apply immediately to Headteacher enclosing cv and letter quoting two referees.

WHITE BRIDGE COUNTY JUNIOR SCHOOL
Greensted Road, Loughton IG10 3DR
Tel: 01-508 5772
(Roll 166)
JUNIOR TEACHER Scale 2
Required September, enthusiastic teacher commited to topic work approach.
Closing date: 15th May 1987.
Apply to Headteacher stating area of interest, foolscap s.a.e. please. (43349) 110020

HAMPSHIRE
ST ANNES R.C. AIDED PRIMARY SCHOOL
Pinkerton Road, Basingstoke RG22 6RE
Required September 1987 Scale 2 Experienced Junior Teacher able to offer a lead in Computer Education & Maths.
Interest in P.E. an advantage.
Written applications to Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31681) 110020

HAMPSHIRE
COMPTON C.E. (AIDED) PRIMARY SCHOOL
Compton, Winchester SO21 2AS
Tel: Twyford 712035
Experienced teacher required to take responsibility for an infant department. Curricular strengths essential.
Applications in writing with curriculum vitae and stamped addressed envelope to Chairman of Governors, c/o. Headteacher. For further details please telephone the school.
(31481) 110020

HERTFORDSHIRE
CHERRYTREE JMI SCHOOL
Berry Avenue, Watford
Required September, an imaginative and experienced teacher to work in the LOWER JUNIOR unit of this semi open plan school. Scale 2 post will be available to suitably qualified candidate. London fringe allowance £309.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees.
(43377) 110020

HEREFORD AND WORCESTER
COUNTY COUNCIL

ST. MARY'S C.E. PRIMARY SCHOOL
Longdon, Tewkesbury, Glos. GL20 6AT

An experienced, enthusiastic and adaptable teacher, required for a Scale 2 post from September, to take charge of the 5-8 year olds in a two class Voluntary Aided Village School. The candidate must be willing to work in a co-operative teaching situation, the ability to play the piano would be an advantage.

Letter of application including names and addresses of two referees must reach the Headteacher at the school by 18th May, 1987.

Applicants are welcome to visit the School by appointment with the Headteacher. Tel: 068 481 291.

MALVERN LINK INFANTS' SCHOOL
Somers Park Avenue, Malvern Link, Worcs. WR14 1SE

Required from September, 1987, Assistant Teacher to teach across the Infant age range. Versatility and enthusiasm vital. Please state curriculum interests. Scale 2 may be available for suitable candidate.

Application forms available from the school. (43438) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
THE WILLOWS SCHOOL
Stipularis Drive, off Glencoe Road, Hayes UB4 9QB
Headteacher: R.C. Clayton
Two experienced teachers are required for September at this school for primary age pupils with emotional and behavioural difficulties. The pupils are taught in two groups which approximate to the infant and junior age range. A team of teachers and ancillary staff work with each group.
Applications would be welcomed from committed and enthusiastic primary teachers with either infant or junior school experience. It is hoped that the teachers appointed would be able to co-ordinate work throughout the school within a particular curriculum area in addition to working closely with one of the class groups.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than Friday 15 May.
Outer London Allowance Payable. (43085) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON

MEADOW SCHOOL

Please see Special Education, Scale 2.
(31272) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON

MINET INFANT SCHOOL
Avondale Drive, Hayes UB3 3PF

Headteacher: Mrs. C. Lewis-Hall

SPECIAL NEEDS CO-ORDINATOR (Scale 2/3)

Required for September 1987, a Co-ordinator for Special Needs. Applicants should have sound teaching experience with infant pupils and a knowledge of current approaches to the education of children with Special Needs. A Scale 3 post would be available for a suitably qualified and experienced candidate.

Application forms and further details of the post from the Director of Education, Civic Centre, Uxbridge, Middlesex. (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 15th May 1987. This is a re-advertisement and previous applicants will be considered.

Outer London Allowance Payable.
(31270) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON

BREAKSPEAR JUNIOR SCHOOL
Bushey Road, Ickenham, Middlesex UB10 8JA

(Headteacher: F.P.S. Ettling, B.A.)

Required for September 1987 an enthusiastic class teacher for lower juniors. Several possible areas of responsibility. Scale two post for candidate with appropriate experience.

Closing date: 18th May 1987.

Outer London Allowance Payable. (37009) 110020

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
GREEN LANE PRIMARY SCHOOL
Teacher required for INTEGRATED STUDIES, MATHS, PE/GAMES.
Please see under Primary Scale 1 posts.
'An Equal Opportunities Employer'. (31378) 110020

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
LATCHMERE JUNIOR SCHOOL
Latchmere Road, Kingston Upon Thames, Surrey KT2 5TT
No on Roll 250
Headteacher Mr. P.W. Jarman, B.Ed.
Tel. 01-546 7181
Scale 3. London Allowance £795
Required for September 1987 a well-qualified and experienced teacher to take a leading role in the staffing structure of this Group 5 school. The successful candidate will take responsibility for the organisation and development of MATHEMATICS and COMPUTER education. An interest in P.E. and team games would also be an advantage.
Visits to the school are welcome by appointment with Headteacher.
Applicants should write a detailed letter of application to the Headteacher (or complete an applications form) with an up-to-date C.V. with names and addresses and telephone numbers of two referees, one being your current employer.
Closing date for applications Friday 15th May 1987.
Interviews will take place on Friday 22nd May 1987.
An Equal Opportunities Employer. (31878) 110020

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
ST MARY'S C of E PRIMARY SCHOOL
Church Lane, Chessington, Surrey KT9 2DR
Tel: 01-397 9597
No on Roll 163 (inc 44 in Nursery)
(Voluntary Controlled)
Headteacher Miss M. A. Russell, Dip. Ed.
Required for September 1987 two teachers, one Infant, one Junior, who can offer one or more of the following curriculum areas: Maths, Science, Art and Craft, PE/Games, Music.
Scale 2 post available for suitably qualified applicants.
Visits to the school are welcomed by appointment with the Headteacher.
London Allowance £795.
Application forms available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (sae please). Completed forms to be returned to the Headteacher by Friday, 15th May 1987.
'An Equal Opportunities Employer'. (31879) 110020

KIRKLEES
METROPOLITAN COUNCIL
Ref 1834
See Secondary, other than by subject classification. Scale 2 posts and above.
(37335) 110020

LINCOLNSHIRE
CHAPEL ST. LEONARD'S COUNTY PRIMARY
Sea Road, Chapel St. Leonard's, Skegness PE24 5SA
Group 4 - Roll 180
Experienced teacher required for September 1987 initially to teach top infants/lower juniors. Modern creative approach essential being able to successfully organise and manage an integrated day and base teaching on first hand experience. Scale 2 may be available for responsibility in Art, Design and display. A willingness to take a full part in school life and work closely with existing members of staff will be necessary. SAE to head of form and details. Closing date 22nd May 1987.
(31651) 110020

LONDON N10
ARCHDIOCESE OF WESTMINSTER
Scale 2
OUR LADY OF MUSWELL R.C. PRIMARY SCHOOL
Pages Lane, London N10 1PS
Required from September 1987, a full time class teacher for infant class. Applicants should be committed Catholics with experience of comtemporary theory and practice in J.M. & I. schools with particular reference to infant age groups. Experience in co-ordinating an area of the curriculum would be considered an advantage. A scale 2 post is available for a suitably qualified and experienced candidate.
Candidates wishing to visit the school should contact the headteacher (Tel: 01-444 9997).
Application forms (s.a.e.) are available from and should be returned to M.J. Butcher (Chairman of Governors), 16 Bedford Street, Covent Garden, London WC2E 9HF by not later than 15th May 1987.
(43214) 110020

LONDON
COLFE'S SCHOOL, HORN PARK LANE, SE12 8AW
HMC 650 boys 11-18 IAPS 180 boys 7-11
A vacancy will occur in September, 1987, for qualified teacher to teach General Subjects throughout the Senior School. Applications from new teachers welcomed. The Colfe's Scale (above Burnham 2 and London Allowance) available for experienced applicant. Involvement in extra-curricular activities essential; games welcomed.
Details from and applications with names of 2 referees to the Headmaster by May 15th. (03497) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. MICHAEL'S R.C. PRIMARY SCHOOL
Arthur Road, London E6 4EF
Head Teacher: Miss R. Docks
Number on Roll: 242
RESPONSIBILITY FOR MATHS
Scale 2
Required: September 1987 or as soon as possible thereafter.
Applications from committed Catholics would be preferred.
London Allowance £1,215.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 19.5.87. Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (31572) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

HEATHFIELD INFANTS SCHOOL
Cobbett Road, Twickenham TW2 6EN

Tel: 894 4074

SCALE 2 TEACHER plus £795 Outer London Allowance

Required for the Autumn term to join a lively and enthusiastic team, a Scale 2 teacher for CURRICULUM DEVELOPMENT. Competence in early childhood education and commitment to an investigatory approach to the curriculum is essential. An interest in mathematics and science desirable.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 18th May 1987.
(43343) 110020

SHROPSHIRE

NEWPORT C.E. JUNIOR SCHOOL
Avenue Road, Newport, Shropshire TF10 7EA

Tel: Newport 811410

Required for September 1987, permanent, full-time Scale 3 Teacher Language co-ordinator with 7-9 pupils. Willingness to develop work with first hand experience for post in a developing junior school with new buildings under construction.

Application forms and details from the Head (S.A.E. required).
(37016) 110020

SHROPSHIRE

BRYN OFFA CE PRIMARY SCHOOL
Rockwell Lane
Pant
Oswestry, Shropshire SY10 8QR
Tel: Oswestry 830621

required for September 1987, permanent, full-time scale 2 teacher for a middle junior class. Applicant should be able to take responsibility for boys games P.E. to take a load in the development of more than one curriculum area including computer work direct experience.
Application forms and details from the head (SAE required).

SHROPSHIRE

RANDLEY COUNTY FIRST SCHOOL
Randley, Telford, Shropshire TF3 2LR

Tel: Telford 590929

Required for September 1987, Permanent, Full-time Scale 2 Teacher in the following areas of responsibility.

a. early years.

b. music.

c. social studies.

Application forms and details from the Head to be returned by 21st May 1987 (SAE required).
(43502) 110020

SHROPSHIRE

DAWLEY ST LEONARDS COUNTY INF. SCHOOL
Off Alma Avenue, Dawley, Telford, Shropshire TF4 2ED

Tel: Telford 505172

Required for September 1987, Permanent, Full-time Scale 2 Teacher with responsibility for Nursery Dept. A commitment to working with parents and promoting positive H.S.L. is essential. Some experience of working with children with special needs is desirable. (SPA allowance).

Application forms and details from the Head to be returned by 22nd May 1987 (SAE required).
(37056) 110020

Ealing
EDUCATION SERVICE

The London Borough of Ealing contains one of the largest Asian and Afro-Caribbean populations in the whole country and therefore it would be an advantage to have experience of work among those communities.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men.

Advisory Teachers

Burnham Scale 4 plus London Weighting £1215

For one year

Ealing is seeking to appoint a team of Advisory Teachers to assist in the development and implementation of its In-Service Training Programme. We wish to appoint candidates with expertise in the following areas:

Language Development — Primary
Special Educational Needs
Home, Health and Life Skills — Primary/Secondary
Counselling, Profiling and Pastoral Work — Primary/Secondary
Computers in Education — Primary/Special
Science — Secondary
Observation and Assessment
Design and Technology — Primary
Classroom Organisation and Curriculum Development — Early Years/Primary/Middle
Industry, Economy and the World of Work — Primary

These posts represent an exciting opportunity to contribute to the Authority's In-Service Training Programme. They will be for one academic year from September '87 and hence will be suited to those who can obtain secondment for that period.

For further details please contact the Chief Education Officer, (Ref. DCI/I/ACR), Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, Tel 01-579 2424 Ext 2577 or 3272, to whom completed application forms should be returned by 18th May 1987.

(13419)

TEACHER
Lower Juniors
Scale 1

Required at LISKEARD JUNIOR SCHOOL, Varley Lane, Liskeard, an enthusiastic teacher to join an equally enthusiastic team and to take a class of lower juniors initially. Please state special interests and whether you would be willing to take some responsibility for part of the curriculum. This post is available from 1st September 1987.

Application form, on receipt of stamped addressed envelope, from the District Clerk, District Education Office, Graylands, Dean Street, Liskeard PL14 4AZ. Closing date 20th May 1987.

(16987)

CORNWALL
COUNTY COUNCIL

CLASS OF 87?
Haringey

PRIMARY TEACHERS

We will have a variety of Nursery/Infant and Junior Scale 1 Appointments in *September* for newly qualified teachers

WE OFFER YOU:

- Salary Payment from 1st July 1987 (worth £1,300).
- A secure start to your career in a progressive and supportive Authority
- Planned induction courses and extensive in-service training
- Among the best pupil-teacher ratios in the country
- Visits to schools to ensure you start your career in the one that's right for you
- Possible assistance with accommodation
- Full Inner London Allowance

For application form and further information please contact Haringey Education Service, 48 Station Road, Wood Green, London N22 4TY. Tel. 01-881 3000 ext. 3147.

Haringey is an equal opportunity employer. We wish Haringey teaching staff to reflect the rich diversity of the local community.

(16986)

PRIMARY EDUCATION
continued

SOLIHULL
EDUCATION COMMITTEE
ST. ANTHONY'S R.C. (AIDED) JUNIOR AND INFANT SCHOOL
Fordbridge Road, Kingshurst, Birmingham B37 6LW
Tel: 021-770 3168
Required for September 1987, a SCALE 2 TEACHER - please state curriculum interests.
Send S.A.E. to Headteacher for details and application form. Closing Date: 25th May 1987.
(43405) 110020

SOLIHULL
EDUCATION COMMITTEE
OUR LADY OF THE WAYSIDE R.C. (AIDED) JUNIOR AND INFANT SCHOOL
Stratford Road, Shirley, Solihull, West Midlands B90 4AY
Tel: 021-744 6852
Required for September 1987, a SCALE 2 TEACHER to teach Language throughout the Infant and Junior Departments.
Committed Catholic preferred.
The successful applicant will be required to sign the C.E.C. contract.
Further details and application forms available from the Headteacher.
(43381) 110020

STOCKPORT
Required for 1st September 1987
TEACHER ADSWOOD/BRIDGEHALL AREA
Parent Liaison Project
Scale 2 + SPA. Ref: 3124
A suitably qualified and experienced teacher required to work in schools in the Ashwood and Bridgehall area. The post will support the activities of those schools with regard to liaison with parents.
Application forms available from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE, quoting reference, by 22nd May 1987 (061-480 4949, Ext. 3813). Stockport is an Equal Opportunities Employer. (31738) 110020

STOCKPORT
Required from September 1987
TEACHER Scale 2
Ref: 3122
WARREN WOOD PRIMARY SCHOOL
Turnstone Road, Offerton, Stockport Sk2 5XU
Tel: (061-456 8171)
A suitably qualified, experienced and enthusiastic teacher of Infants required for this open plan school.
An ability to take responsibility for Art/Craft and Display and/or Infant music would be an advantage.
Application forms obtainable from the Director of Education, Town Hall, Stockport SK1 3XE (061-480 4949, Ext. 3813) and returnable to the Headteacher at the school, quoting reference, by 22nd May 1987.
Stockport is an Equal Opportunities Employer.
(31737) 110020

SURREY
EDUCATION COMMITTEE
ST. MARY'S R.C. FIRST SCHOOL
Barnwood Road, Park Barn, Guildford, Surrey, GU2 6HX
Experienced teacher required for a Scale 2 post with responsibility for Maths and Computer.
Application form and further details may be obtained from the school.
(43266) 110020

SUFFOLK
COUNTY COUNCIL
ST HELENS C.P. SCHOOL
St Helens Church Lane, Ipswich IP4 2LT
5-11, roll 245
Required September 1987, TEACHER, Scale 2, to develop MATHEMATICS throughout the school. A special interest in multicultural education in an area rich in cultural diversity would be an advantage. Candidates are encouraged to arrange to visit the school by telephoning the Head, Ipswich (STD code 0473) 51333, for an appointment.
Apply by letter with curriculum vitae and the names and addresses of two referees, to the Head at the school, enclosing s.a.e. for details. (31893) 110020

SUFFOLK
COUNTY COUNCIL
KYSON C.P. SCHOOL
Peterhouse Crescent, Woodbridge IP12 4HX
5-10, roll 204
Required September 1987, Scale 2 CURRICULUM LEADER. An experienced enthusiastic teacher required with an interest in music, preferably able to play the piano, to work in a co-operative situation in this open-plan school.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees, enclosing s.a.e. for details. (37327) 110020

SURREY
EDUCATION COMMITTEE
WOODVILLE COUNTY MIDDLE SCHOOL
Woddville Road, Letherhead, Surrey KT22 7BP
Tel: Leatherhead 373448
Enthusiastic class teacher required for September 1987. Applicants should believe in the importance of learning from first hand experience and working as a supportive member of a team. We seek a teacher who can offer Music/Boys P.E. and a Scale 2 is available depending on qualifications and experience.
Application Form and further details from the Headteacher. (43257) 110020

SURREY
EDUCATION COMMITTEE
ROYAL KENT CHURCH OF ENGLAND (CONTROLLED) FIRST AND MIDDLE SCHOOL
Oakshade Road, Oxshott, Surrey
Required from September 1987 an enthusiastic well organised scale 2 class teacher prepared to be curriculum leader in Physical Education throughout the primary school age range and to take responsibility for boys' games.
An interest in Craft, Design Technology would also be an advantage.
Application forms from: Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ, Tel: Weybridge 52811. (43261) 110020

SUTTON
LONDON BOROUGH OF SUTTON
ST ELPHEGE'S R.C. JUNIOR SCHOOL
Mollison Drive, Wallington, Surrey
TEACHER - Scale 2
Class teachers required from 1st September 1987, to co-ordinate Religious Education and/or Mathematics throughout the school with an interest in Boys Games. Holders of a Catholic Teachers Certificate particularly welcome.
Application form available from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL.
Closing date: 21st May, 1987. (43251) 110020

SUTTON
LONDON BOROUGH OF SUTTON
CHEAM JUNIOR GIRLS & INFANTS SCHOOL
Stoughton Avenue, Cheam, Surrey
TEACHER - SCALE 2
An experienced and enthusiastic primary teacher required, willing to participate fully in the life of the school, including extra-curricular activities. An interest in developing one or more of the following is desirable; physical education (including swimming), computer studies or special needs. Visits to the school welcomed.
Application form available from and returnable to the DIRECTOR OF EDUCATION, The Grove, Carshalton, Surrey SM5 3AL. Tel: 01-661 5741. Closing date 21st May 1987. (31884) 110020

SUTTON
LONDON BOROUGH OF SUTTON
WESTBOURNE PRIMARY
Anton Cresent, Collingwood Road, Sutton SM1 2NT
TEACHER - SCALE 3
Required for September 1987. This post is to include responsibility for Social Studies and Physical Education throughout the age range of this open plan school. The school has a strong tradition in gymnastics. Strengths in this area and that of boy's games would be an advantage. The person appointed will initially be responsible for a junior age class.
Application form available from and returnable to the DIRECTOR OF EDUCATION, The Grove, Carshalton, Surrey SM55 3AL. Tel: 01-661 5741. Closing date 21st May 1987. (31883) 110020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability
CHINGFORD V/C C OF E JUNIOR SCHOOL
Cambridge Road, London E4
Head: Mr. N. Hodgess
REQUIRED FOR SEPTEMBER.
Enthusiastic, energetic and experienced teacher required to co-ordinate Humanities and Religious Education in this Group 4 Open Plan Junior School.
SCALE 2 plus Outer London Allowance.
To assist in recruitment of teachers to this Authority a playgroup has been opened 5 days a week during term-time from 8.30 am - 4.30 pm providing for teachers' children from 3-5 years of age.
Application form and further details available and returnable to the Head Teacher.
Closing date: 18th May 1987.
Ref: P14/744.
(31808) 110020

WARWICKSHIRE
BIDFORD-ON-AVON C.E. JUNIOR AND INFANT SCHOOL
Victoria Road, Bidford-on-Avon, Alcester B50 4AS
Required from September 1987 a fully qualified and experienced teacher to teach P.E. and Games to both juniors and infants.
Application form and further details available from the Head at the school (enclose s.a.e.).
Warwickshire is an equal opportunities employer.
(37305) 110020

WILTSHIRE
Please see display advertisement on Page 46.
(08431) 110020

Scale 1 Posts

AVON COUNTY
ST JOSEPH'S RC VA PRIMARY SCHOOL
West Hill, Portishead, Bristol BS20 9LG
Please see under Primary Scale 2 and above.
(31831) 110022

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ST JOSEPH'S R.C. PRIMARY SCHOOL
The Broadway, Barking, Essex
(Roll 214)
Required for September 1987:
Enthusiastic assistant teacher. Scale 1 plus £1,215 per annum Inner London Allowance. There is close co-operation between school and home and the school offers a wide range of extra-curricular activities. The school has the additional benefits of being extremely well-equipped, recently redecorated throughout, and within minutes' walking distance of Barking's British Rail and Underground stations. Informal visits most welcome. (Tel: 01-594 4020).
Reimbursement of removal expenses in approved cases.
Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Returnable as soon as possible.
An equal opportunity employer. (37067) 110022

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1987
THE FAIRWAY J.M.I. SCHOOL
The Fairway, Mill Hill NW7 3HS
Tel: 01-959 1177
Roll 178
Infant Class Teacher. Ability to play piano or other musical instrument an advantage. Visits welcomed. Salary equivalent to Scale 1.
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) obtainable from and returnable to the school by 20th May, 1987.
(31435) 110022

BEDFORDSHIRE
EDUCATION
STEPHENSON LOWER SCHOOL
Cavin Way, Bedford MK42 0HL
Tel: Bedford 61683
Required for September 1987, an experienced, enthusiastic and commited teacher, scale one, with an ability and willingness to teach across the lower school age group and to be responsible initially for a class within the 5 to 7 age group.
Applicants should be able to demonstrate abilities in the field of multi-cultural Education and be able to contribute to curriculum development.
Application forms and further details from the Headmaster, S.A.E. please.
(31903) 110022

BIRMINGHAM
BLUE COAT SCHOOL
See Preparatory Schools, other than by Subject Classification (31378) 110022

BROMLEY
BIGGIN HILL JUNIOR SCHOOL
Old Tye Avenue, Biggin Hill, Westerham, Kent TN16 3LY
Tel: 0959 73846
Required for September 1987, an experienced class teacher. Please state special interests on application. Visits to the school welcomed (please telephone).
Details/application forms from and returnable to the Headteacher (large SAE please) by 18th May, 1987.
(31472) 110022

BROMLEY
MALCOLM PRIMARY SCHOOL
Malcolm Road, Penge SE20 8RL
Tel: 01-778 4742
For September 1987, a committed and enthusiastic, Scale 1 teacher. Initial responsibility will be for a Lower/Middle School class. An interest in Girls Games/Health Education would be advantageous but not essential. Scale 1 - SPA allowance payable.
Visits from prospective candidates are welcomed.
Application form and further details available from/returnable to the Headmaster (large SAE please) by 18th May, 1987. (43245) 110022

BROMLEY
FARNBOROUGH PRIMARY SCHOOL
Starts Hill Road, Farnborough, Orpington, Kent BR6 7AS
Tel: Farnborough 53395
For September 1987, an able, enthusiastic and experienced Infant Teacher. Scale 1. You will be expected to take a full part in the life of the school and be prepared to assist in curriculum innovation.
Interest and expertise in one of the following areas would be an advantage but not essential; C.D.T., Humanities, P.E. and Games.
Details/application forms from the returnable to the Headteacher (large SAE please) by 19th May, 1987.
(04856) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CONNIBURROW COUNTY MIDDLE SCHOOL
Bryony Place, Conniburrow, Milton Keynes MK14 7AR
Required for September 1987 a teacher of first year middle school children. Interest in girls' games and/or music desirable. Scale 1.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Immediate application by letter quoting two referees enclosing full C.V. and a stamped addressed envelope to: the Headteacher. Closing Date: 15th May 1987.
(31838) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ST. EDWARDS R.C. (VOLUNTARY AIDED) MIDDLE SCHOOL
Hazell Avenue, Aylesbury, Bucks. HP21 7JF
Headteacher: P. Mitchell
Roll: 191 pupils
Scale: 1
Required September 1987. Teacher of General Subjects.
Applications from practising Catholics will be given priority.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school.
(31844) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
STONE C.E. COMBINED SCHOOL
Oxford Road, Stone, Aylesbury, Bucks. HP17 8PD
Headteacher: T. Bullock
Roll: 226
Scale 1
Required September 1987 Class Teacher for 2nd and 3rd year first school children.
Assistance with removal expenses is given in approved cases.
Application by letter in the first instance (s.a.e.) giving full details and the names and addresses of two referees, direct to the Headteacher at the school. (31853) 110022

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
TEACHER (Scale 1 + S.P.A.)
Required for 1st September, 1987 at St. Mark's C.E. Primary School, Cannon Street, Bury BL9 6ED to take charge of a new Nursery Class which will open in September, 1987.
An enthusiastic teacher is required to establish and develop this unit with the assistance of a full-time Nursery Nurse. Experience of teaching the early years is essential.
Application forms and further details obtainable from and returnable to the Director of Education, Education Offices, Market Street, Bury BL9 0BN (Tel: 061-705 5619) by ... May, 1987. (31...)

PRIMARY AND SPECIAL SCHOOLS NEWLY QUALIFIED TEACHERS

FOR SEPTEMBER 1987

The London Borough of Havering is seeking to appoint as in former years, first-class NEWLY QUALIFIED Teachers to work mainly in its primary, but also in its special schools (moderate and severe learning difficulties), with effect from 1st September 1987.

Applications are invited from well qualified and enthusiastic teaches who are seeking the opportunity to work for a lively and caring education authority and to play an active role in the education service it provides.

Havering offers excellent professional support for its teachers at all stages of their careers, including on average over 100 in-service courses each term. In addition, NEWLY QUALIFIED teachers are released from their teaching commitments for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is easy access by public transport, both road and rail.

London Weighting £795 per annum.

Havering

Application forms are available (sae please) from the Director of Educational Services (Ref. Staffing/NQ), Mercury House, Mercury Gardens, Romford RM1 3DR.

(16901)

PRIMARY EDUCATION
continued

CHESHIRE
EDUCATION COMMITTEE
SOUTH CHESHIRE DISTRICT
PRIMARY VACANCIES - SCALE I
Applications are invited from experienced or newly qualified teachers for a number of Scale I vacancies in the South Cheshire District.
There are both Infant and Junior age range posts available.
Applications forms and further details available from the District Education Officer, Delamere Street, Crewe, Cheshire CW1 2LL. Tel: Crewe 505100.
Closing date 22nd May 1987. (43407) 110022

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
GOOD SHEPHERD RC PRIMARY SCHOOL
Dunley Drive, New Addington, Croydon, Surrey CR0 0RG
Tel: 0689 - 43341
Two vacancies exist for Junior teachers at the above school. Scale 1 posts will be offered in the first instance and are tenable from the 1st September 1987. Visits to school welcomed. Applicants should be practising Catholics and hold the Catholic Teachers' Certificate.
For application forms and further details please contact the Head Teacher.
Closing date for applications 15th May 1987.
Tenable: 1st September.
Salary: Scale 1.
(04864) 110022

DORSET
HILLBOURNE FIRST SCHOOL
Kitchener Crescent, Waterloo, Poole BH17 7HX (age range 5-8)
Required September 1987. Good practitioners prepared to work as members of year group team.
1. Interest in developing Religious Education (Scale 1).
2. Interest in developing Art and Crafts (Scale 1).
Application forms and further details from the Headmistress on receipt of s.a.e. (08541) 110022

DORSET
RUSHCOMBE COUNTY FIRST SCHOOL
Hanham Road, Corfe Mullen, Wimborne BH21 3PXP (Age range 5-9)
Required September 1987 two permanent teachers (Scale 1) to work in this open plan school. Ability to work within a co-operative team essential. Please state curriculum strengths and interests.
Apply in writing to the Headmistress giving full c.v. and the names and addresses of two referees. Closing date 15th May 1987.
(04892) 110022

DORSET
UPTON JUNIOR SCHOOL
St. Martin's Road, Upton, Poole
(Age range 7-11)
Required September 1987, teacher for older juniors. Scale 1. Useful curriculum interests could include Science, C.D.T. Physical Education, Computing.
Apply immediately in writing to the Headmaster giving full c.v. and the names and addresses of two referees.
Closing date 15th May, 1987. (04893) 110022

DORSET
WOOL CE (AIDED) FIRST SCHOOL
High Street, Wool, Wareham
TEACHER (Scale 1) required from September or January for Middle/Upper Infants.
Ability to take Music an advantage.
Application forms, returnable to the Headmaster by 22 May, from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap sae). (04806) 110022

EALING
LONDON BOROUGH
EDUCATION SERVICE
DOWNE MANOR FIRST AND MIDDLE SCHOOL
Down Way, Northolt, Middlesex UB5 6NW
Tel: 01-845 1155
An enthusiastic Class Teacher required for September. Opportunities exist for an ambitious and co-operative teacher to gain experience with a wide range of age groups. An interest in PE/Games would be an asset. The applicant should be prepared to participate in all aspects of a life in this pleasantly situated happy school.
Applications from new teachers most welcome.
Scale 1 salary + £1.215 London Weighting.
Application forms (SAE) from Head, to be returned by 22nd May 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men. (31446) 110022

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

COUNTY UNATTACHED RELIEF TEACHERS

(PERMANENT FULL OR PART-TIME POSTS)
Salary: Scale 1/2
(according to qualifications and experience)

7 new posts are available from September, 1987 as part of a team of permanent peripatetic teachers to serve schools in East Lancashire including Blackburn, Burnley, Nelson and Colne and the Rossendale and Hyndburn areas. Scale 2 posts are available for suitably qualified and experienced applicants. Mileage allowances will be paid and car loan facilities will be available in approved cases. The Authority is committed to providing effective support for relief teachers, including professional counselling and access to INSET so as to develop relief teaching as a positive professional opportunity. Applications are invited from qualified teachers with relevant experience in primary education.

Application forms and further details are available from the District Education Officer, at the following addresses:-

Closing date: 21st May, 1987

BLACKBURN DISTRICT
1 POST NURSERY/INFANT
JOINT DIVISIONAL OFFICES
JUBILEE STREET, BLACKBURN

HYNDBURN DISTRICT
2 POSTS: 1 NURSERY/INFANT, 1 PRIMARY
EDUCATION OFFICES
EWBANK HOUSE, CANNON STREET, ACCRINGTON

BURNLEY DISTRICT
2 POSTS: INFANT/JUNIOR
EDUCATION OFFICES, 14 NICHOLAS STREET, BURNLEY

PENDLE DISTRICT
1 POST: NURSERY/INFANT
EDUCATION OFFICES, MARKET STREET, NELSON

ROSSENDALE DISTRICT
1 POST PRIMARY
EDUCATION OFFICES, TOWN HALL
LORD STREET, RAWTENSTALL, ROSSENDALE

Haringey
QUALIFIED PRIMARY TEACHERS

"Come and Supply Teach for Us"

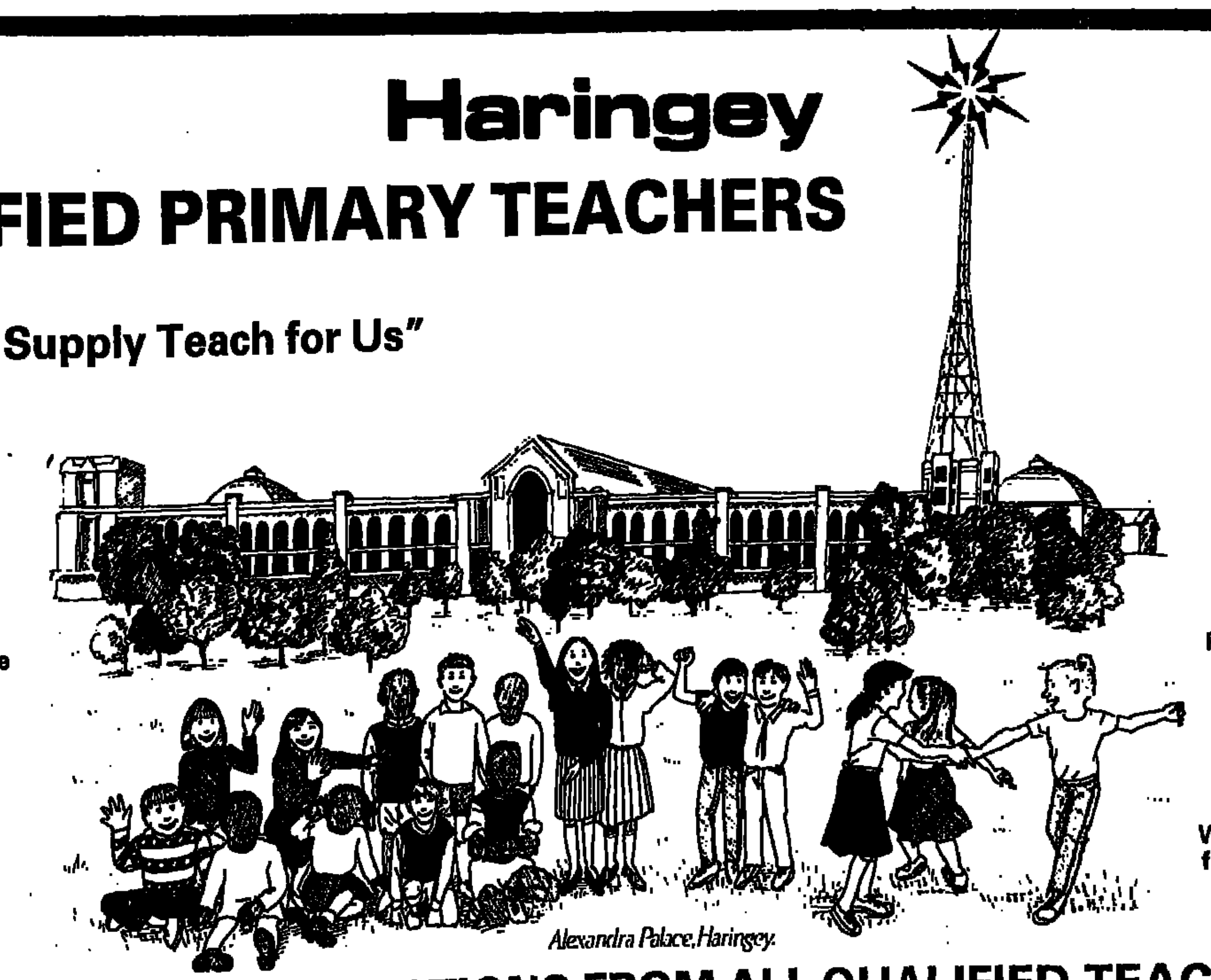
Rates of pay £39.65–£61.28 per day. Paid weekly

Short or long term placements

Work from one to five days per week

Limited help with accommodation

Early interview, fast placement



Alexandra Palace, Haringey.

Developing programme of in-service training for supply teachers

Placements in easy reach of Victoria, Piccadilly and Northern Line tube stations

We welcome applications from retired teachers and those with childcare responsibilities

WE WELCOME APPLICATIONS FROM ALL QUALIFIED TEACHERS AND HAVE OPENINGS AT SECONDARY LEVEL AS WELL.

Ring 01-881 3000 Ext. 3147 for an application form or write to Room 111, 48 Station Road, LONDON N22. Quote Ref:

Haringey is an Equal Opportunities Employer. We wish Haringey's teaching force to reflect society's rich diversity — come and join us.

(16983)

SOCIALISM AT WORK

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

CANON BURROWS C.E. (AIDED) PRIMARY SCHOOL, ASHTON-UNDER-LYNE
Required from September 1987 a suitably qualified teacher to commence duties in a newly established Nursery Unit attached to the school.
Application forms available from and returnable to the Head Teacher, Canon Burrows C.E. Primary School, Oldham Road, Ashton-under-Lyne OL7 9ND, no later than 18th May 1987.

ST. MARY'S R.C. (AIDED) PRIMARY SCHOOL, ASHTON-UNDER-LYNE
Required from 1st September 1987 a **Scale I Infant/Lower Junior school teacher with ability to teach Music throughout the school.**
Applicants should be practising Roman Catholics and applications are particularly welcome from newly qualified teachers.
Application forms and further details are available from and returnable to the Head Teacher, Mr. P. Gitting, St. Mary's R.C. Primary and Nursery School, Holden Street, Ashton-under-Lyne OL6 9JJ, to arrive no later than 18th May 1987.

HYDE COUNTY HIGH SCHOOL (11 – 16 Co-Educational Comprehensive) Old Road, Hyde, Tameside SK14 4SP. Head Teacher Mr. B.J. Cooke, B.Sc., M.Ed.
Scale I Bengali Speaking teacher required to cover a period of maternity leave from 1st June 1987.
Application forms available from and returnable to the Head Teacher at the School. Closing date for the receipt of completed forms 18th May 1987.

YEW TREE COMMUNITY PRIMARY SCHOOL, Dukinfield
Scale 2 – Resources. A Scale 2 teacher for resources with responsibility for the development of Resource based learning into the Curriculum of the school.
This should be an ideal post for anyone with the imagination to develop existing facilities and make new innovations for the benefit of staff and children across the whole range of the Curriculum.
An interest in Libraries, AVA and Computers would be helpful.

LINDEN ROAD C.P. SCHOOL, Denton
Scale I temporary teacher for Reception class. Cover required for a period of maternity leave from 1st June 1987.
Application forms and further information for the above two posts available from the Director of Education, Tameside MBC, Staff Divisional Council Offices, Wellington Road, Ashton-under-Lyne. Closing date 18th May 1987.

ST. ANNES R.C. (AIDED) PRIMARY AND NURSERY SCHOOL
Scale I teacher required from 1st September 1987.
Applications are invited from enthusiastic, lively teachers who would be willing to be involved in Curriculum Development. In letter of application please give details of curricular strengths and interests. Practising Catholic with Catholic Teaching Certificate preferred.
Application forms available from Director of Education, Tameside MBC, Teachers Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside. Completed forms should be returned to Father K. Walsh, St. Anne's Presbytery, 1537 Ashton Old Road, Hr. Openshaw, Manchester M11 1HR by not later than 18th May 1987.

AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION
continued

EAST SUSSEX
SALTDEAN C.P. SCHOOL
Chiltington Way, Saltdean, Brighton BN2 8RH
Roll: 334
From September 1987 or January 1988: an enthusiastic teacher (Scale 1) required to participate fully in school activities. Interest and experience of teaching reception aged children an advantage.
Relocation grants in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by May 22. (43317) 110022

EAST SUSSEX
CHURCHWOOD C.P. SCHOOL
Church-in-the-Wood Lane, St Leonards-on-Sea TN38 9PB
Roll: 375
From September 1987 or January 1988: Two enthusiastic and experienced teachers (Scale 1) i) to work with Lower Juniors.
ii) to take charge of a class of Upper Infants. Ability to offer Music desirable but not essential.
Relocation grants in approved cases.
Please write to Headteacher giving full c.v. and names and addresses of two referees.
Closing date: May 15.
(43414) 110022

EAST SUSSEX
CHURCHWOOD C.P. SCHOOL
Church-in-the-Wood Lane, St Leonards-on-Sea TN38 9PB
Roll: 375
From September 1987 or January 1988: Deputy Headteacher (Group 5). Experienced and enthusiastic teacher required, preferably with keen Relocation grants in approved cases.
Please write to Headteacher giving full c.v. and names and addresses of two referees.
Closing date: May 15.
(43415) 110022

HEREFORD AND WORCESTER
COUNTY COUNCIL
ST. MARTIN'S PRIMARY SCHOOL
Ross Road, Hereford HR2 7RJ
Required from September, 1987, Assistant Teacher, Scale 1, for Lower Juniors. Boys' Games essential. State other interests. Probationary teachers would be given consideration.
Application forms and further details are available from the Headteacher (s.a.e. please).
(43439) 110022

HERTFORDSHIRE
REDBOURN J.M. SCHOOL
Long Cutt, Redbourn, Herts. AL3 7EX
Group 4
Head: Mr. C.J. Payne
Required for September 1987 a full-time teacher willing and able to teach across the age range and contribute to the corporate life of the school. For teachers moving into the County, Hertfordshire has an attractive re-location scheme.
Letter of application, starting particular curriculum interests, plus c.v. and names and addresses of two referees should be sent to the Headmaster (s.a.e. for further details of the school). Telephone enquiries are welcome, Tel: Redbourn 2296. (43304) 110022

HERTFORDSHIRE
HOMERSWOOD JMI SCHOOL
Kirklands, Welwyn Garden City
Required for September, 1987, a full-time teacher, Scale 1, for an Infant class.
Fringe allowance of £309 p.a. payable.
Generous removal expenses, including mortgage subsidy, in approved cases.
Application forms and further information available from the Head (sae please).
(31806) 110022

HERTFORDSHIRE
BROOKLAND INFANTS' SCHOOL
Elm Drive, Cheshunt, Herts.
Tel: Waltham Cross 29485
Required for September 1987, enthusiastic Infant teacher, Scale 1, for vertically grouped class. An interest in maths and computers would be an advantage.
The County Council operates an attractive recruitment incentive scheme.
Please apply by letter to the Headteacher with curriculum vitae and names and addresses of two referees.
(43378) 110022

HERTFORDSHIRE
ST JOSEPHS RC PRIMARY SCHOOL
North Road, Hertford SG14 2BY (GROUP 5)
Headteacher: Mrs J M Hunt
Tel: Hertford 583148
JUNIOR TEACHER
Experienced teacher to cover maternity leave as from 1st June 1987 to 1st November 1987 to be responsible for a 2nd year class.
Apply by letter to the Headteacher giving curriculum vitae and names and addresses of two referes. (43377) 110022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
GREEN LANE PRIMARY SCHOOL
Green Lane, Worchester Park, Surrey KT4 8AS
Tel: 01-337 6976
No. on roll: 243
Head Teacher: Miss P.H. Welch, B.A.
Experienced, enthusiastic and adaptable teacher required for September 1987 for this thriving primary school, able to offer one or more of: INTEGRATED STUDIES, MATHS, PE/GAMES (possibly football), with an interest in curriculum development. Interest in SCIENCE teaching could be an advantage. Scale 2 post available to suitable candidate. Vacancy due to rising numbers on roll of school which offers a range of extra-curricular activities, has excellent learning support facilities and is well-equipped.
Visits to the school welcome, by appointment with the Head Teacher (01-337 6976) as soon as possible.
London Allowance £795.
Application forms available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (s.a.e. please). Completed forms to be returned to the Headteacher by Friday 22nd May 1987.
An Equal Opportunities Employer. (31377) 110022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
BURLINGTON INFANTS' SCHOOL
Burlington Road, New Malden, Surrey KT3 4LT
Tel: 01-942 1586
No. on Roll 406
Headteacher: Miss A.E. Thorogood
For September 1987, an enthusiastic teacher experienced in using the COMPUTER in the classroom and prepared to work co-operatively with colleagues, required to help develop work with the computer throughout the school. The teacher would be responsible for a reception class during the Summer Term. Ability to play the piano would be an advantage, but not essential.
Scale 1 post. London Allowance £795.
Application forms available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (sae please). Completed forms to be returned to the Headteacher by Friday 22nd May 1987.
'An Equal Opportunities Employer'. (31812) 110022

Appointment of

Newly-Qualified Teachers

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in primary schools for students who complete their courses this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:

- ★ **100% removal expenses to teachers moving to the area to take up permanent appointments.**
- ★ **special consideration for temporary Council accommodation (for up to a year).**
- ★ **£1215 per annum Inner London Allowance.**

Application forms and further details are available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.).

Applications should be made as soon as possible. (13313)

Barking & Dagenham

Education Department

An Equal Opportunity Employer

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

PRIMARY SCHOOLS

Carbelle Junior,
Trevol Road, Torpoint, Cornwall PL11 2NH
Group 6
SCALE 1
An enthusiastic and dedicated teacher is required for class of upper or lower Juniors. The successful candidate will be expected to take an active part in all aspects of school life.
Application form/further details are available from The District Clerk, District Education Office, Graylands, Dean Street, Liskeard, Cornwall. PL14 4AZ.

Mullion Junior & Infant
Nansmellyon Road, Mullion, Helston, Cornwall. TR12 7DQ.
Group 4.
SCALE 1: INFANT TEACHER
Modern, well-equipped medium-size school requires a suitably trained enthusiastic teacher for a 3rd year Infant class. Please state subjects and interests.
Application forms/further details are available from The District Clerk, The District Education Office, Pendarves Road, Camborne, Cornwall. TR14 7QD.

(16978)

CORNWALL COUNTY COUNCIL

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION
DEPUTY HEADTEACHER POST

ST. BARTHOLOMEW'S C.E. I/J SCHOOL, THE ROSARY, WOOTTON BASSETT SN4 8AZ.

Head Teacher: Mr. W. E. Tuckett
Group 5 N.O.R. 320

DEPUTY HEAD TEACHER
Deputy Head Teacher required for September, 1987.
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head. The person appointed will also be responsible for a class of junior pupils, and be expected to take a lead in curriculum developments within the school.
The school caters for the children of practising Christian families in the locality. It is housed in a modern building on an open site in a vigorous and growing community.
Further details and application forms are available from the school, (Telephone: (0793) 853288), and completed forms should be returned to the Headmaster at the school, by first post on the 20th May, 1987.

SCALE 2 POST
WESTLEA PRIMARY SCHOOL, LANGSTONE WAY, WESTLEA, SWINDON SN5 7BT.
Acting Head Teacher: Mr. N. Griffiths
N.O.R. 230
Required from September, 1987 a Scale 2 Teacher with responsibility for language to teach throughout the Infant age range.
Letter of application, c.v. and names and addresses of two referees to the Head Teacher at the school as soon as possible.

SCALE 1 POSTS
C.E. CONTROLLED JUNIOR SCHOOL, BULFORD ROAD, DURRINGTON, SALISBURY SP4 8DL.
Group 4 N.O.R. 178
Required from September 1987 a Teacher for Special Class for children with moderate learning difficulties.
Written letter of application, stating age, giving aprticulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher by the 18th May. (SAE please)

MELKSHAM LOWBOURNE INFANTS SCHOOL, LOWBOURNE MELKSHAM SN12 7ED
Group 4 N.O.R 127
A permanent Scale 1 Teacher required from September 1987 with an interest and ability in Science/Maths. Some experience with Special Needs Children an advantage. Further details and application forms from the Head Teacher at the above address. Closing date is the 20th May 1987.

COLERNE C.E. PRIMARY SCHOOL, QUARRY LANE, COLERNE, CHIPPENHAM SN14 8DU.
Group 4 N.O.R. 250
Required from September 1987, an enthusiastic and committed Scale I teacher to teach a junior class. Commitment to teaching through first-hand experience and to work an integrated day. An interest in Maths and Computing is preferred, but candidates interested in developing Topic work throughout the school will be considered. Application forms and further details from the Head Teacher at the above address. Closing date: 21st May, 1987.

COLLINGBOURNE C.E. CONTROLLED PRIMARY SCHOOL, COLLINGBOURNE DUCIS, MARLBOROUGH SN8 3EN.
Group 3 N.O.R. 100
Required for September 1987 a teacher for top infants/lower juniors.
Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of 2 referees to be sent to the Head Teacher by 18th May. (SAE please).

C.E. CONTROLLED PRIMARY SCHOOL, SHELBOURNE, MARLBOROUGH SN8 3QH.
Group 2 N.O.R. 78
Required from September 1987. The post will be initially for an Infant Teacher in a small 3 Teacher Primary School, the ability to teach Music will be an advantage but not essential. The successful candidate will be expected to take responsibility for one area of the curriculum.
Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher by the 18th May. (SAE please).

CROCKERTON C.E. (CONTROLLED) PRIMARY SCHOOL, CROCKERTON, WARMINSTER BA12 8AB.
Group 2 N.O.R. 48
Required from September 1987 a teacher for a small village school. Candidates should preferably have both experience of teaching Infants and of using a topic based approach.
Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of 2 referees to be sent to the Head Teacher by 15th May. (SAE please).

KINGSTON ST. MICHAEL C.E. SCHOOL, KINGSTON ST. MICHAEL, CHIPPENHAM SN14 6JA.
Group 2 N.O.R. 61
Required for September 1987 a Scale 1 Teacher for All Age Village School Infant Class. Experience with younger Juniors would also be an advantage.
Applications in writing, stating full c.v. Curriculum strength and interests and the names and addresses of two referees to the Head Teacher at the school by the 20th May 1987.
Interviews are to be held before the end of May and visits are welcome.

WEST OVERTON-CUM-FYFIELD C.E. CONTROLLED PRIMARY SCHOOL, LOCKERIDGE, MARLBOROUGH SN8 4EL.
Group 1 N.O.R. 24
Required from September 1987, an Infant Teacher for whole Infant age range. Music an advantage.
Written letter of application stating age, giving particulars of education, training and experience, and also the names and addresses of 2 referees, to be sent to the Head Teacher by 18th May. (SAE please).

PAXCROFT C.P. SCHOOL, ASHTON STREET, TROWBRIDGE, WILTS BA14 7EB.
Group 4 N.O.R. 287
Scale 1 Teacher required from September 1987, to teach Lower Juniors. An interest in Mathematics an advantage. The School has two teacher co-operative Units and a commitment to teach in this way is essential.
Written letter of application, stating age, giving particulars of education, training and experience, and also the names and addresses of 2 referees, to be sent to the Head Teacher by 18th May, 1987.

BRINKWORTH C.P. SCHOOL, SCHOOL HILL, BRINKWORTH, CHIPPENHAM SN15 5AX.
Group 2 N.O.R. 72
Required for September 1987 a permanent Scale 1 Teacher for a class of Top Infants and Lower Juniors. Letters of application, stating age, giving particulars of education, training and experience, and also the names and addresses of two referees to be sent to the Head Teacher by 20th May 1987. (SAE please).

HILPERTON C.E. CONTROLLED PRIMARY SCHOOL, NEWLEAZE, HILPERTON, TROWBRIDGE BA14 7SB.
Group 3 N.O.R. 153
A permanent Scale 1 Teacher is required from September 1987, for Upper Juniors. Letters of application, stating age, giving particulars of education, training and experience, and also the names and addresses of 2 referees to be sent to the Head Teacher by 18th May, 1987. (16511)

PRIMARY EDUCATION
continued

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
ST AGATHA'S R.C. PRIMARY SCHOOL
St. Agatha's Drive, Kingston Upon Thames, Surrey KT2 5TY
Tel: 01-546 3879
Noon roll: 203
For September 1987 a teacher is required for the Nursery Class. It will be an asset if applicants are able to teach throughout the Primary age-range.
Applicants who are practising members of the Roman Catholic Church would be preferred.
Scale 1 post. London Allowance £795.
Application forms are available from the Director of Education and Recreation, Guildhall, Kingston Upon Thames KT1 1EU (s.a.e. please). Completed forms to be returned to the HEADTEACHER at the School by 20th May.
An Equal Opportunities Employer. (31875) 110022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
LATCHMERE JUNIOR SCHOOL
Latchmere Road, Kingston Upon Thames, Surrey KT2 5TT
Tel: 01-546 7181
No on Roll 250
Headteacher Mr. P.W. Jarman, B.Ed.
Required for September, 1987 an enthusiastic and committed teacher to work initially in the lower school. We are seeking a teacher with a high standard of general curriculum interests and abilities.
Scale 1. London Allowance £795.
Visits to the school are welcome by appointment with the Headteacher.
Application forms available from the Director of Education and Recreation, Guildhall, Kingston Upon Thames, Surrey KT1 1EU (sae please). Completed forms to be returned to the Headteacher by Tuesday, 19th May 1987.
An Equal Opportunities Employer. (31879) 110022

KIRKLEES
DIRECTORATE OF EDUCATIONAL SERVICES
FIELD LANE J.I. & N. SCHOOL
Albion Street, Batley, W. Yorks. WF17 5AH
Ref: 1723
Re-advertisement
Required as soon as possible an assistant Special Measures teacher SCALE 1 to work 13¾ hours per week. Previous applicants will be automatically considered.
Application forms (s.a.f.e. please) from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 14 days of this advertisement.

SOUTH CROSLAND C.E. JUNIOR SCHOOL
Moor Lane, Netherton, Huddersfield HD4 7HF
Ref 1832
Required for September 1987 an enthusiastic teacher SCALE 1 to be responsible for a class of lower juniors. A practising Christian preferred.
Application forms (s.a.f.e. please) from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW.
Completed forms should be returned to the Chairman of Governors at the school by 22nd May 1987.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (37314) 110022

LINCOLNSHIRE
CAISTOR JOINT CE/METH PRIMARY SCHOOL
Southdale, Caistor, Lincoln LN7 6LY
(Group 5 - Roll 270)
Required for September 1987 an enthusiastic teacher for a third year junior class. An interest in computers and the ability to advise others in their use in school would be an advantage for which a Scale 2 post is a possibility.
Sae to Head for form and details. Closing date 22nd May 1987. (31652) 110022

NOTTINGHAM
COUNTY COUNCIL
ST. EDMUND CAMPION R.C. (AIDED) PRIMARY SCHOOL
Tewkesbury Close, Burleigh Road, West Bridgford, Nottingham NG2 5ND
Roll: 250
INFANT TEACHER (Scale 1)
Required for September for this new appointment to join a young and energetic team. Practising Catholic preferred.
Application forms are available (s.a.e.) from the Head teacher at the School.
An Equal Opportunity Employer. (43680) 110022

OXFORDSHIRE
COUNTY COUNCIL
GROVE CE(C) PRIMARY SCHOOL
North Drive, Grove, Wantage OX12 7PW
Required for September 1987 a Scale 1 teacher for a vertically grouped infant class. An interest in physical education would be an advantage.
Application forms available from the Headteacher (Tel: Wantage 3745) to be returned by May 18.
An equal opportunity employer. (31556) 110022

OXFORDSHIRE
COUNTY COUNCIL
ENSTONE C.P. SCHOOL
Enstone, Oxon. OX7 4LP
Group 2
(54 on roll)
Required for September 1987, an experienced teacher to form a three teacher team in this lively village school, working with younger children in the first instance.
Application forms and further details available from headteacher to be returned as soon as possible S.A.E. essential.
An equal opportunity employer. (31558) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
HEATHFIELD INFANTS SCHOOL
Cobbett Road, Twickenham TW2 6EN
Tel: 01-894 4074
UNESTABLISHED SCALE 1 TEACHER Plus £795 Outer London Allowance
Required for the Autumn term, one term cover for maternity leave.
Visits to the school are welcome by appointment with the Headteacher.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 18th May 1987.
(43342) 110022

SHROPSHIRE
BROSELEY C.E. PRIMARY SCHOOL
Dark Lane, Broseley, Shropshire TF12 5LW
Tel: Telford 882673
Required for September 1987. Permanent full-time Scale 1 teacher of Infants. Newly qualified or experienced teacher with ability for effective management of experimental learning given principal consideration. Interests in Maths, Science or Drama may be an advantage.
Application forms and details from the Head (SAE required). (04900) 110022

SUFFOLK
COUNTY COUNCIL
ST MARYS R.C. V.A. PRIMARY SCHOOL
Woodbridge Road, Ipswich IP4 4BA
Roll 161, 5-11
Required September 1987, Scale I TEACHER FOR INFANTS, practising Catholic preferred.
Application forms and details obtainable from the Head at the school, s.a.e. please, closing date 18th May. (31899) 110022

SUFFOLK
COUNTY COUNCIL
ST. BENET'S R.C. AIDED PRIMARY SCHOOL
Ringsfield Road, Beccles NR34 9PQ
5-11; Roll 95
Required for September 1987, an Assistant Teacher, Lower Juniors Scale 1, who must be willing to take part in curriculum development within the School and offer a lead in a curricular area (state area of interest). Practising Catholic essential.
Application forms and further details available from the Headteacher at the school concerned (s.a.e. please), to whom they should be returned.
(31897) 110022

SURREY
COUNTY COUNCIL
WESTBOROUGH C.P. SCHOOL
Southway, Guildford, Surrey GU2 6DA
Tel: Guildford 575073
A permanent post for a Scale I teacher with the possibility of a Scale 2 for an applicant who can offer specialist expertise in science or P.E. and is willing to advise and lead in these areas of the curriculum. New entrants to the profession are very welcome to apply, however, as a lively energetic and enthusiastic teacher is needed for our team. A willingness to teach in any part of the school age range, including the Nursery, and the ability to motivate children by working through their own experiences using good primary practice will be most important.
Further details and application form may be obtained from the school. (31474) 110022

SURREY
EDUCATION COMMITTEE
ST JOSEPH'S R.C. (AIDED) FIRST AND MIDDLE SCHOOL
Rosebank, West Street, Epsom, Surrey KT18 7RT
Required for September 1987 a lively and enthusiastic Scale 1 class teacher to take a first year middle school class. This post would suit either an experienced or probationary teacher.
For application forms please contact: Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 52811.
(43240) 110022

SURREY
EDUCATION COMMITTEE
PERRYMEAD CENTRE
Alpine Road, Redhill, Surrey, RH1 2HY
Tel: Redhill 67521
Required for September 1987, or as soon as possible thereafter, a full time teacher for this Centre for children aged between 4½ and 12 years with emotional, behavioural and social difficulties. The ability to offer MUSIC or DRAMA would be an advantage.
Application form and further details from Teacher in Charge of Centre.
(43260) 110022

SURREY
EDUCATION COMMITTEE
MERSTHAM COUNTY FIRST SCHOOL
London Road, Merstham, Surrey, RH1 3AZ
Tel: Merstham 3978
Scale 1 class teacher required from September 1987 with music. Probationers welcome.
Application Form and further details from the Headteacher. (43259) 110022

SUTTON
LONDON BOROUGH OF SUTTON
ST. ELPHEGE'S R.C. JUNIOR SCHOOL
Mollison Drive, Wallington, Surrey
TEACHER - Scale 1
Class teacher required from 1st September 1987, with special interest in Religious Education and/or Mathematics and/or Micro-Computers. The school forms a very happy teaching community with excellent relationships between the staff, pupils, parents and Governors. The Headteacher takes a keen interest in the development of newly qualified teachers. Holders of a Catholic Teachers Certificate particularly welcome.
Application form available from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL.
Closing date: 21st May, 1987. (43250) 110022

WEST SUSSEX
TEACHER SCALE 1
SOUTHWATER C.P. SCHOOL
Horsham
Required September 1987 an experienced Infant Teacher, Scale 1.
Apply Headteacher, Southwater C.P. School, Southwater, Horsham, West Sussex RH13 7HA. (31673) 110022

WEST SUSSEX
HALSFORD PARK C.P. SCHOOL
Manor Road, East Grinstead, Sussex
Scale 1 Teacher required for Lower Juniors, some experience with Infants would be useful.
Applications from Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex on receipt of s.a.e. (31699) 110022

WEST SUSSEX
HALFORD PARK SCHOOL
Manor Road, East Grinstead, Sussex
Scale 1 Teacher required for September. Please write giving special interests.
Application form Area Education Officer, Goffs Park House, Horsham Road, Sussex on receipt of s.a.e. (31698) 110022

WEST SUSSEX
ST. FRANCIS R.C. FIRST SCHOOL
Southgate Drive, Southgate, Crawley, Sussex
Scale 1 Two Primary Teachers required for 5-8 age range in September, 1987. Practising Roman Catholic preferred.
Applications from Headteacher at above address or telephone Crawley 21009. (31697) 110022

WEST SUSSEX
INFANT TEACHER
BOXGROVE C.E. (CONT.) PRIMARY SCHOOL
(Group 1)
Salary Scale 1
Required September 1987 Infant Teacher Scale 1 (5-7 years).
Application form and further details available from Headteacher, Boxgrove C.E. (Cont.) Primary School, Boxgrove, Chichester, West Sussex PO18 0EE (s.a.e. please). (31694) 110022

WEST SUSSEX
JUNIOR TEACHER
BARNHAM COUNTY PRIMARY SCHOOL
(Group 3)
Salary Scale 1
Required September 1987, Scale 1 energetic and enthusiastic Junior Teacher. Willing to accept applications from probationers.
Please state curriculum interests.
Application form and further details available from Headteacher, Barnham County Primary School, Elm Grove, Barnham, Bognor Regis, West Sussex PO22 0AX. (s.a.e. please). (31706) 110022

WEST SUSSEX
TEACHERS SCALE 1 (3 POSTS)
GREENWAY COUNTY JUNIOR SCHOOL
Horsham
Required September 1987 energetic and enthusiastic Scale 1 Junior Teachers.
Applicants should state their particular strengths and interests.
Apply: Headteacher, Greenway County Junior School, Greenway, Horsham, West Sussex RH12 2JS (s.a.e. please). (43431) 110022

WEST SUSSEX
TEACHER SCALE 1
SHELLEY C.P. SCHOOL
Broadbridge Heath
Required September 1987 a Scale 1 Teacher for Junior aged children. Please state special interests.
Apply Headteacher, Shelley C.P. School, Broadbridge Heath, Horsham, West Sussex RH12 3JU. S.a.e. please. (43288) 110022

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

AVON COUNTY
NEW NORTH WORLE COUNTY PRIMARY SCHOOL
C/O BECKET COUNTY PRIMARY SCHOOL
Tavistock Road, Worle, Weston-Super-Mare
Please see under Primary Scale 2 and above. (31827) 111020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
REMEDIAL SERVICE
Required for 1st May to join the Remedial Service as a scale 2 part time peripatetic teacher (0.8).
The teacher appointed will be based at the Uxbridge Child Guidance Centre. The successful applicant would be expected to have infant and junior and remedial experience, preferably with additional qualifications.
Own transport essential. Car allowance payable.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 15th May 1987.
Outer London Allowance Payable.

REMEDIAL SERVICE
Required for September 1987 a teacher (Sc 2) to join the Remedial Service. This post is partly support teaching on a peripatetic basis in schools and partly in a class based at Uxbridge Child Guidance Centre, teaching children with emotional, social and learning difficulties. The successful candidate would be expected to have infant/junior and remedial experience, preferably with relevant additional qualifications. Own transport essential. Car allowance payable.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 15th May 1987.
Outer London Allowance Payable. (31273) 111020

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applicants will be considered on their merits
LANGUAGE SUPPORT SERVICE
MORDEN HALL SCHOOL
Morden Hall Road, Morden SM4 5HY
Tel: 01-540 7969
Teacher Adviser: Mrs. M.M.L. Cooper
Required from September, 1987 SCALE 2 TEACHER for pupils with learning difficulties for withdrawal unit and peripatetic work. (age range 5-12 years).
Experience and evidence of Inset essential.
Car users' allowance available.
Closing Date: 22nd May, 1987.
Application forms and further particulars of the post are available from the Teacher Adviser at the above address. Please enclose a stamped addressed envelope.
(31582) 111020

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
LANGUAGE SUPPORT SERVICE
Morden Hall, Morden Hall Road, Morden SM4 5HY
Tel: 01-540 7969
Teacher Adviser: Mrs. M.M.L. Cooper
Required from September 1987 Scale 2 Teacher for pupils with learning difficulties for withdrawl unit and peripatetic work, (age range 5-12 years).
Experience and evidence of Inset essential.
Car users' allowance available.
Closing Date: 22nd May, 1987.
Application forms and further particulars of the post are available from the Teacher Adviser at the above address. Please enclose a stamped addressed envelope.
(31455) 111020

Scale 1 Posts

BROMLEY
LEESONS DAY CENTRE
Orpington, Kent
Lecturer (Grade 1)
(For details see under 'Special Education - Scale 1 Posts).
(31466) 111022

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
CAMBRIDGE AREA SPECIAL EDUCATION TEAM
Special Education Resource Centre (SERC) at St Mary's Junior School, Ely.
Required September 1987 Part-Time (50%) Teacher Scale 1 of special educational needs to support children in the special class attached to this school as well as working with children with special needs in neighbouring primary schools in a support/advisory capicity as required.
Further information and application forms available from Senior Area Education Officer, Cambridge Area Education Office, Castle Court, Cambridge CB3 0AP (Tel: Cambridge 317808) to be returned by Monday 18th May 1987.
(31666) 111022

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
CAMBRIDGE AREA SPECIAL EDUCATION TEAM
Shared post between SEDLEY INFANT and ROMNEY JUNIOR SCHOOLS
Cambridge
Required Sepember 1987 Teacher Scale 1 of special educational needs to support children in both these neighbouring schools with a variety of classroom support, liaison, small group and other work.
Further information and application forms available from Senior Area Education Officer, Cambridge Area Education Office, Castle Court, Cambridge CB3 0AP (Tel: Cambridge 317808) to be returned by Monday 18th May 1987.
(31664) 111022

CHESHIRE
EDUCATION COMMITTEE
PUSS BANK COUNTY INFANT SCHOOL
Barracks Lane, Macclesfield
Tel: Macclesfield 23700
Required for September 1987. Scale 1. 2 Posts - Diagnostic Unit.
Enthusiastic teachers required to teach children with moderate learning difficulties in the Diagnostic Unit (aged 2-7 years). A sensitive and caring understanding of children with special needs is a priority.
Application forms and further details available from the school. Closing date 18th May 1987.
(31614) 111022

SUFFOLK
COUNTY COUNCIL
EYE, SS. PETER & PAUL C. OF E. AIDED PRIMARY SCHOOL
Church Street, Eye IP23 7BD
5-11; Roll 156
RE-ADVERTISEMENT
Required from September 1987, a Teacher (Scale 1 plus Special Class Allowance) for an Area Special Class of pupils aged 4-7 years.
Applications from interested teachers with Primary experience would be welcome, as training could be given.
Candidates should be in sympathy with the aims and ethos of a Church of England Aided School.
Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned.
(43290) 111022

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
HAYFIELD SCHOOL
Manor Drive, Upton, Wirral L49 4PJ
REQUIRED FOR 1st SEPTEMBER, 1987 ASSISTANT TEACHER SCALE 1 + SSA. A teacher for the Unit with children with communication difficulties in an M.L.D. School.
Application form and further details available from the Headteacher to whom completed forms should be returned by 18th May, 1987.
(31544) 111022

Middle School Education

Headships

DORSET
CRANBORNE C. MIDDLE SCHOOL
Cranborne, Wimborne BH21 5RP
(age range 9-13)
Required January 1988 Headteacher (Group 7).
Details and application form from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of SAE. Closing date 20th May 1987.
(31530) 120010

Deputy Headships Second Masters/ Mistresses

DORSET
LOCKYERS C MIDDLE SCHOOL
Blandford Road, Corfe Mullen, Wimbourne BH21 3DZ
(Age range 9-13, NOR 420)
Required 1st January 1988 or earlier if possible Deputy Headteacher Group 6.
Please send foolscap SAE for application forms and particulars to The Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER
Closing date 22nd May 1987.
(04895) 120012

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL
UPLANDS MIDDLE SCHOOL
York Road, Sudbury
(Mixed Comprehensive 9-13: 530 on roll)
Required for September, 1987, a suitably qualified and experienced teacher for the post of CO-ORDINATOR OF SPECIAL EDUCATIONAL NEEDS (Scale 2 + Special Class Allowance).
Further details and application forms available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. (37101) 121020

By Subject Classification

Art and Design

Scale 2 Posts and above

DORSET
WEST MOORS MIDDLE SCHOOL
Heathfield Way, West Moors, Nr. Wimborne BH22 0DA
(Age range 9-13)
Required September 1987 or January 1988 Scale 3 curriculum leader for Art. Lively and creative applicants with proven records of achievement are sought to fulfil this new and exciting post in a vibrant and interesting school. The post holder would oversee the development of drama, music movement and 2 and 3D Arts and would need high levels of ability in one or more of these areas. An understanding of process in learning and the ability to work with creative and talented colleagues in these fields is essential. From time to time Year Leadership would be expected.
Foolscap SAE to school for job specification and application form returnable by 20th May. (04898) 121220

Craft, Design & Technology

Scale 2 Posts and above

HEREFORD AND WORCESTER
COUNTY COUNCIL
FRANKLEY, FROGMILL MIDDLE SCHOOL
Wareham Road, Rubery, Birmingham
Required from September 1987 or January 1988 enthusiastic and enterprising class teacher to develop and advise on Art, Craft and Design Technology.
Scale 2 post would be considerd for experienced teacher. Exciting prospects for the right candidate.
Applications by letter enclosing C.V. and names and addresses of two referees to the Headteacher by 18th May 1987. (43440) 122120

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
FRANKLEY, FROGMILL MIDDLE SCHOOL
Please see under Scale 2 posts.
(43441) 122122

MIDDLE SCHOOL EDUCATION
continued

Home Economics

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL

FAKEFIELD MIDDLE SCHOOL
Kilbourn Road, Lowestoft NR33 7DS

Roll 338; 9-13

Required from September 1987, a part-time teacher of Home Economics/Textiles. Scale 1.

The successful candidate will be responsible for the teaching of Home Economics and Textiles throughout the school as a member of the team of teachers in the craft faculty. Knowledge of the equerian scheme and an interest in developing a programme of Health Education would be an advantage. He/she would also be a form teacher for a 2nd Year Class.

Application forms and further details available from the Headteacher at the School concerned (s.a.e. please) to whom they should be returned as soon as possible. (37102) 123622

Mathematics

Heads of Department

BEDFORDSHIRE
EDUCATION
WESTFIELD MIDDLE SCHOOL
Chester Road, Bedford MK40 4HW
Tel: Bedford 67353

Required for September 1987, a year leader, scale three, who will be responsible also for co-ordinating mathematics teaching throughout the school.

Application forms and further details from the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (31912) 123418

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL

RIVERSIDE MIDDLE SCHOOL
Wyatt Way, Mildenhall

(Mixed Comprehensive 9-13; 450 on roll)

Required for September 1987, a YEAR CURRICULUM COORDINATOR to lead Mathematics throughout the school with a Senior Management responsibility for the direction of whole school assessment policies. Teaching interests to include any of - Science; CDT and/or Computers.

Further details and application forms available from the Head (s.a.e. please) to whom they should be returned as soon as possible. (31898) 123430

SUFFOLK
COUNTY COUNCIL

IXWORTH MIDDLE SCHOOL
Walsham Road, Ixworth, Bury St. Edmunds, Suffolk

(Mixed Comprehensive 9-13; 400 on roll)

Required for September 1987: ENGLISH CO-ORDINATOR (Scale 2). An experienced and enthusiastic teacher is sought to be responsible for English throughout the school and to co-ordinate English teaching in each year team.

Application forms and further particulars from the Headteacher at the school address (s.a.e. please), to whom they should be returned as soon as possible. (31900) 123420

Modern Languages

Scale 1 Posts

WEST SUSSEX
FRENCH TEACHER
HERBERT SHINER SCHOOL
Petworth
(Group 5, Intermediate School)
Salary Scale 1
Required September 1987. Scale 1 Teacher of French. To be responsible for teaching French throughout the school and also prepared to offer English and Humanities.

Application form and further details available from Headteacher, Herbert Shiner School, South Grove, Petworth West Sussex GU28 0EE (s.a.e. please). (31701) 123622

OXFORDSHIRE
COUNTY COUNCIL
BAYSWATER MIDDLE SCHOOL
Bayswater Road, Headington, Oxford OX3 9NU
Group 6
Roll: 396 pupils
Required for September for one year, a Scale 1 teacher for boys' Games throughout the school and general subject teaching with second year pupils (10 year olds).

Applications from teachers able to offer boys' Games and Science would be welcomed. (04884) 124228

WEST SUSSEX
P.E. TEACHER
MIDHURST INTERMEDIATE SCHOOL
(Age range 10-13, Group 6, 360 on roll)
Salary Scale 3
Required September 1987, specialist teacher for Boys' P.E. and Games with some general subjects teaching including Science.

Application form and further details available from Headteacher, Midhurst Intermediate School, Wheelbarrow Castle, Easebourne, Midhurst, GU29 9AQ. S.a.e. please. (31702) 124222

Physical Education

Scale 2 Posts and above

ISLE OF WIGHT
COUNTY COUNCIL
SANDHAM MIDDLE SCHOOL
Parkview Way, Sandown, IW PO36 9JU
Ages range 9-13 years
412 on roll
Group 6
Required for September 1987, an enthusiastic TEACHER (Scale 2) to co-ordinate PE throughout the school. Applicants must be committed to teaching the full range of physical activities to both boys and girls. There is an established programme of extra-curricular activities which compliment PE's important contribution to the curriculum. (Applications are also invited from Probationary Teachers who would be appointed on Scale 1).

Application forms and further details available from the Headteacher at the School, to whom completed forms should be returned by 30 May, 1987. (SAE please). (37038) 124220

Scale 1 Posts

DORSET
LOCKYER'S C MIDDLE SCHOOL
Blandford Road, Corfe Mullen, Wimborne BH21 3DZ
(Age range 9-13)
Required September 1987 teacher Scale 1 for a 13+ class. Enthusiasm to assist with P.E. and games (particularly with boys) an advantage. Please state other curricula interests.

Application forms from the Headteacher on receipt of foolscap s.a.e., to be returned by 20th May. (04897) 124222

OXFORDSHIRE
COUNTY COUNCIL
BAYSWATER MIDDLE SCHOOL
Bayswater Road, Headington, Oxford OX3 9NU
Group 6
Roll: 396 pupils
Required for September for one year, a Scale 1 teacher for boys' Games throughout the school and general subject teaching with second year pupils (10 year olds).

Applications from teachers able to offer boys' Games and Science would be welcomed. (04884) 124228

WEST SUSSEX
P.E. TEACHER
MIDHURST INTERMEDIATE SCHOOL
(Age range 10-13, Group 6, 360 on roll)
Salary Scale 3
Required September 1987, specialist teacher for Boys' P.E. and Games with some general subjects teaching including Science.

Application form and further details available from Headteacher, Midhurst Intermediate School, Wheelbarrow Castle, Easebourne, Midhurst, GU29 9AQ. S.a.e. please. (31702) 124222

Science

Scale 2 Posts and above

BEDFORDSHIRE
EDUCATION
WESTFIELD MIDDLE SCHOOL
Chester Road, Bedford MK40 4HW
Tel: Bedford 67353

Required for September 1987, to cover the maternity leave of the present post-holder, a teacher to co-ordinate the teaching of Science throughout the school, scale two.

Application forms and further details from the headmaster. S.A.E. please.
An Equal Opportunities Employer. (31905) 124220

HARROW
EDUCATION COMMITTEE

WEST LODGE MIDDLE SCHOOL
West End Lane, Pinner, Middlesex

Tel: 01-866 9836

General class teacher required for September 1987 to cover 4 years secondment. Scale 2 available for a suitably qualified or experienced applicant able to continue the development of Science teaching throughout the school. A permanent appointment to the Authority will be offered to the successful applicant.

Application forms from and to be returned to Headteacher by 18th May 1987. Please enclose stamped - addressed envelope.

Harrow is an Equal Opportunity Employer. (31946) 124250

Other than by Subject Classification

Heads of Department

BERKSHIRE
JAMES ELLIMAN MIDDLE SCHOOL
Elliman Avenue, Slough
N.O.R.: 327 Sept. 348
Required for September 1987 a teacher Scale 3 plus London Fringe Allowance to be Head of Upper School and co-ordinate a major subject area throughout the school.

Please telephone Headmistress on Slough 20831 for further details and application form.

Closing date: 18th May, 1987.

Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31818) 125618

HAMPSHIRE
THORNHILL MIDDLE SCHOOL
Byron Road, Southampton SO2 6FH
(8-12 years)
Required September Scale 3 to be responsible for the development of Science and C.D.T. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

S.A.E. to School for full details. Application by letter to Head with C.V. and names of two educational referees by 18th May. (45320) 125618

Scale 1 Posts

DORSET
CANFORD HEATH MIDDLE SCHOOL
Learoyd Road, Canford Heath, Poole BH17 7PJ
(age range 8-12)
Required September 1987. Teacher (Scale 1).

Application forms and further details from the Headmaster on receipt of s.a.e. (05548) 125622

EALING
LONDON BOROUGH
EDUCATION SERVICE
BARYA TYNE MIDDLE SCHOOL
Arnold Road, Northolt, Middlesex UB5 5PP
Scale 1 enthusiastic teacher able of teaching children of middle age between 8 to 13 years in all areas of the curriculum.
£1,815 London Weighting.

Application forms from Head, to be returned by 22nd May 1987.

Ealing's new Council welcomes applications from all, regardless of sex, race, ethnic origin, responsibility for dependants, disabilities and free of lesbians and gay men. (31444) 123621

KENT
COUNTY COUNCIL
CHILDREN'S SERVICES DEPARTMENT
NORTH KENT AREA
SHEPPEY, DANLEY MIDDLE SCHOOL
Halfway Road, Sheerness ME12 3AU
Required for September, 1987 Scale 1 Class teacher with additional interest in teaching General Subjects/Mathematics throughout the school.

Application forms and further details from the Head-teacher (s.a.e. please) (37204) 125611

OXFORDSHIRE
COUNTY COUNCIL
THE ISIS CE MIDDLE SCHOOL
Meadow Lane, Oxford
Required from September, 1 teacher for the first year (9-10). Primary or Lower Middle School experience an advantage.

Further details and application form available from the Headteacher. SAE please.
An Equal Opportunity Employer. (04883) 125611

BRENT EDUCATION

Come and join us

BRENT OFFERS A WIDE RANGE OF ADVANTAGES TO TEACHERS:

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- limited hostel facilities available
- Special schools – exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full inner London Allowance of £1215 per annum payable.

SCALE 2 SUPPLY TEACHERS

We aim to build one of the best teams of teaching supply staff in the country. As a first step towards recognising the professional contribution that supply teachers make to the service, the Council has agreed that *all* qualified supply staff working full-time for the Borough will be paid on the Burnham Scale 2 rate.

Are you a qualified teacher but not working as a teacher at the moment? Perhaps you have taken time off to bring up a child. Possibly you have worked in other jobs and are now thinking of returning to teaching. Maybe you have taken early retirement but would like to return to teaching. You may, of course, already be a supply teacher, but are only receiving a Scale 1 salary.

Interested?

Do your feel your skills should be properly valued in the demanding work of supply teaching? If so, and if you would like to develop your professional skills in a progressive Authority breaking new ground in educational policy of practise and be financially appropriately rewarded (annual rate £8,412 – £12,459) then we would like to hear from you.

Please fill in the coupon or telephone the Supply Desk of the Teaching Staff Section (900 5422). Immediately. We will arrange an interview for you, normally within a week.

Brent is fundamentally committed to multi-cultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

TS

NAME _____

ADDRESS _____

_____

_____

I am interested in Supply Teaching

Send to: Director of Education, P.O. Box No. 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW.

Ealing

EDUCATION SERVICE

MULTICULTURAL SUPPORT SERVICE

Teachers with a strong commitment to anti-racist, multicultural education are invited to join the Authority's Support Service to schools. The following posts are currently available:

High Schools

1 Full-time teachers
able to support their colleagues in meeting the additional language and educational needs of pupils and to contribute to the implementation of their school's policy for equality in education and the development of its anti-racist, multicultural curriculum.

2 Peripatetic or part-time teachers
able to teach Punjabi or Urdu to join a team of developing Community Languages in the High School curriculum from entry to GCSE.

First and Middle Schools

1 Peripatetic teachers
to support class teachers who have pupils learning English as a second language.

2 Peripatetic teachers
for the bilingual development of pupils in the early years.

Applications are welcome from teachers who wish to work part-time or full-time. Full-time teachers are not expected to work in more than two schools.

For all posts, applications from teachers who share the languages and/or perspectives of pupils from minority cultural communities are particularly welcome. Scale 2 posts are available for suitably qualified and experienced teachers. Day release is available to successful candidates who wish to develop new or further expertise in any aspect of multicultural education, including study for the Diploma in Teaching Community Languages in Multicultural Schools.

Permanent Unattached Primary/ Secondary (Maths CDT) Teachers

Required from September, Scale 2 (+London Weighting £1110), required to cover for specific consecutive temporary vacancies or long-term absences of at least a term each (eg secondment, maternity leave). These are permanent posts and ordinary national and local conditions of service will be applicable. Experienced teachers and probationers are equally welcome to apply. You must have Qualified Teacher Status granted by the DES.

Application forms from Chief Education Officer, Hadley House, 79–81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 22 May.

Ealing's New Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.

Harrow Education

PRIMARY AND SECONDARY

AN EQUAL OPPORTUNITY EMPLOYER

CANNON LANE FIRST SCHOOL
Cannonbury Avenue, Pinner, Middlesex. 01-866 3536
Required for September 1987. An enthusiastic and experienced teacher initially to take a class of reception children, but willing to teach across any age range.
A commitment to modern primary practice is essential, and details of curricular strengths and interests would be appreciated.

GRANGE MIDDLE SCHOOL
Welbeck Road, Harrow, Middlesex HA2 0RJ. 01-422 5070
An enthusiastic and creative teacher is sought to join the staff of this 8–12 Middle School, with a strong commitment to meeting children's individual needs and working co-operatively with other members of staff. An interest and expertise in the teaching of French would be an advantage.

MARLBOROUGH F & M SCHOOL
Marlborough Hill, Harrow, Middlesex HA1 1UJ 01-427 3087
Required for September 1987, teacher able to work in the First School with any of the 5–8 year groups. Candidates must be able to demonstrate a full understanding of modern educational practice. A Scale 3 post is available for applicants able to demonstrate a strong expertise within the curriculum.

VAUGHAN F & M SCHOOL
Vaughan Road, Harrow, Middlesex HA1 4EL. 01-427 7222
Required for September 1987, a part-time teacher (0.5) for this 5–12 multi-cultural school. Applications are invited from suitably qualified and experienced teachers and the successful candidate will be expected to work mainly within the First Department, supporting the work of teachers in language learning, in a collaborative approach. Some class teaching may also be required. A commitment to modern educational practices also essential.

Required for September 1987, a full-time Primary trained teacher, committed to modern educational practice, to teach within the open-plan First Department of this 5–12 multi-cultural school. Willingness to maintain a collaborative approach and to teach co-operatively with colleagues is essential.

WELLDON PARK FIRST SCHOOL
Kingsley Road, South Harrow, Middx. HA2 8LT. 01-864 9378
Required from September 1st, on a temporary contract to cover for Maternity leave, a class teacher in this semi-open plan, multi-cultural Group 6 school.

CANONS HIGH SCHOOL
Sheldon Road, Edgware, Middlesex HA8 6AN. 01-952 1614 or 01-952 8502
Temporary part-time (0.4) teacher of Drama (Scale 1) required immediately until the end of the Summer Term 1987, at this mixed comprehensive school for students aged 12–16.
Drama is part of the Expressive Arts Department and is taught throughout the school to examination level (G.C.S.E.). The lower school (Years 13 & 14) is presently involved in SCDC's Arts in School's Project involving curricular work across the Arts and across the Middle to High School age ranges.
Canons High School is committed to developing students' independent learning in mixed ability groups, to developing policies for multi-cultural and equal opportunities education and to substantial involvement with the local community.
Outer London Allowance is payable. Informal visits may be arranged by telephone. Application by letter to the Acting Headteacher, Mr Robert Marshall, by Monday 18th May 1987.

PARK HIGH
Thistlecroft Gardens, Stanmore. 01-952 2803
ENGLISH – Scale 1 – required for September for this 7/8 F.E. Co-educational Comprehensive High School (12–16 years) situated in a pleasant residential area. Applications from newly qualified teachers would be welcomed as the post provides an opportunity to work in a supportive, active and enthusiastic department.

POTTERY WITH ART – Scale 1 – required for September by this 7/8 F.E. Co-educational Comprehensive High School (12–16 years) situated in a pleasant residential area. The Art Dept. includes a well equipped Pottery Room and a wide range of work is covered to C.S.E. and 'O' Level. The post could well interest a newly qualified teacher wishing to work in a supportive and enthusiastic department.

ROOKS HEATH HIGH SCHOOL
Eastcote Lane South Harrow, Middlesex. 01-422 4675
Well qualified and experienced teacher required for September. The department has a reputation for developing a wide range of musical activities, and the person appointed will be expected to maintain and develop this work. Experience of working with mixed-ability groups will be an advantage. The school is a mixed 12 to 16 comprehensive with high parental expectations.

WHITMORE HIGH SCHOOL
Portlock Avenue, Harrow, Middlesex HA2 0AD. 01-864 7688
A lively and enthusiastic teacher of Science (Scale 2) required to take responsibility for the development of Lower School Science. The school hopes to introduce co-ordinated science in the Upper School at some point in the future. Applicants must be committed to a collaborative approach to learning and teaching within mixed-ability classes.

HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex HA3 6NR. 01-428 4330
Required for September 1987 a Scale 3 Teacher in charge of Learning Support. Applicants should have appropriate qualifications and experience in order to work with teachers in their classrooms and across the curriculum and to advise the Head and colleagues on the school policy for special needs. Hatch End High School is a successful 12–16 Comprehensive School in a pleasant residential area.
Apply in writing to Headteacher enclosing curriculum vitae.

Outer London Allowance Payable.

Application forms from and to be returned to the Headteacher by 20th May 1987, unless otherwise stated. Please enclose s.a.e. (40439)

MIDDLE SCHOOL EDUCATION
continued

Secondary Education

Headships

WEST SUSSEX
NORTHGATE MIDDLE SCHOOL
Benfield Road, Northgate, Crawley, Sussex
Scale 1 Teacher required for September. Please write giving special interests.

Application from Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex on receipt of s.a.e. (31683) 125628

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
KERSAL HIGH SCHOOL
Moorefield Road, Salford M7 0QH
HEAD TEACHER GROUP 9
(11–16 Mixed Comprehensive School - 540 on roll)
Required for the 1st September, 1987 or as soon as possible thereafter.

Applications are invited from qualified and experienced teachers for the above post.

Please send s.a.e. for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT, to whom completed applications should be returned by 22nd May, 1987. (31959) 130010

EDUCATION DEPARTMENT

Portsmouth area

Diocese of Portsmouth

Headteacher

Group 11

St Edmund's R C (Aided) School

The Governors invite applications from well qualified and appropriately experienced practising catholics for the post of Headteacher of this 11-18 comprehensive school. (965 on roll) from January 1988. This vacancy arises because of a retirement of Mr A N Kelly, B.A.

Application form and further details available from the Chairman of Governors, Bishops House, Edinburgh Road, Portsmouth PO1 3HG.

Closing date: 1st June 1987.

(40425)

HAMPSHIRE

Cheshire

WARRINGTON DISTRICT
Padgate County High School, Insall Road, Padgate, Warrington WA2 0HD.
Telephone: Warrington (0925) 822632

Group II School + 3% for Community Responsibilities (Under Review)
Number on roll 1100 (including 100 in the 6th form)

Head Teacher

Applications are invited for the Headship of this fully developed purpose built Comprehensive School.
The appointment is from January 1988.
Candidates must be well qualified, experienced in management and committed to the philosophy of comprehensive education.
Application forms and further details available from and returnable to: District Education Officer, Education Department, Warrington District Education Office, Priestley House, Sankey Street, Warrington, Cheshire. Telephone: Warrington 51251 Ext 4115.
Closing date: 29th May 1987. (04246)

DARLASTON COMPREHENSIVE SCHOOL
Herberts Park Road, Darlaston, Walsall.

HEAD TEACHER

Applications are invited from suitably qualified and experienced men and women for the post of Head Teacher of this mixed 11-18 Community School (Group 12) with 1,451 pupils on roll.

Application forms and further details are available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DQ, to whom they should be returned by May 22nd, 1987.

Walsall
Metropolitan Borough
An Equal Opportunity Employer

ilea *Working in Education*

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- *Commitment to promoting equality of opportunity in education*
- *Pupil teacher ratios among the best in the country*
- *Half-day a week induction training for probationers and a high level of in-service training provision thereafter*
- *With some 950 schools, opportunities to broaden experience and enhance career prospects*
- *Excellent support staff and professional back-up, plus a range of central specialist resources*
- *Inner London allowance of £1,215 plus in many cases Social Priority allowance of £210-276 p.a. in addition to Burnham salary.*
- *All posts open to job share unless indicated otherwise (NJS). A Register for pairing potential job-shares: contact EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 6801.*

Headships & Deputy Headships

Applications are invited from qualified teachers interested in working in this exciting inner-city environment.

County Secondary

Voluntary Controlled Secondary

Headships

Please send foolscap sae for application form and further details to Education Officer, PER/PS4B, Room 262e, The County Hall, London SE1 7PB.

CENTRAL FOUNDATION (5G)
31/33 Bow Road, E3 2AD.
Vacant September Roll: 919.
Burnham Group 10 plus inner London allowance. This is a voluntary controlled secondary school for girls. NJS.

ST. PAUL'S WAY (5M)
Sholmerdine Close, Bow E3 4AN
Vacant September. Roll 600 plus 20 in partially hearing unit. Burnham Group 10 plus inner London allowance. NJS.

Closing date for the return of completed application forms is 29th May 1987.

County Primary

Headships

Please send foolscap sae for application form and further details to Education Officer, PER/PS4B, Room 262e, The County Hall, London SE1 7PB.

NORMAND PARK (JM&I)
Lillie Road, SW6.
Vacant now. Roll: 186 Burnham Group 4 plus inner London allowance. NJS.
Closing date for return of completed application forms is 22nd May 1987.

Deputy Headships

Application forms and further details are available from the Head of the school. Visits to schools, by appointment, are welcomed.

BARROW HILL (JM)
Bridgeman Street, St Johns Wood, London NW8 7AL
Tel: 01-722 4158.
Roll: 162. Head: Kay Fenton
Requires September: Deputy Head Group 4. Proven class teacher to take leading role in curriculum development.
Closing date for receipt of application forms is 15th May 1987.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

HEAD

Required January 1988

BRAYS GROVE COMPREHSNSIVE SCHOOL
(Group 11 + LFA £309 pa)
Tracyes Road
Harlow

Applications are invited from suitably qualified teachers with appropriate senior experience for the Headship of this 11–16 Co-educational Comprehensive School.

Generous relocation allowances payable in approved cases.

Please send foolscap sae for form and details to: County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex. CM1 1LD.

Closing date: 22nd May 1987.

(14556)

ESSEX
County Council

Leicestershire

Please contact the Headteacher for further details and application forms (s.a.e.).

SECONDARY:

DEPUTY HEADSHIP

STONEHILL HIGH SCHOOL, Stonehill Avenue, Birstall LE4 4JG (11-14) NOR 600.
SECOND MASTER/MISTRESS — Required September. Applications are invited from suitably experienced and qualified teachers.

SENIOR TEACHER

LUTTERWORTH GRAMMAR SCHOOL (14-19), Bitteswell Road, Lutterworth, Leics. LE17 4EW. NOR 1430.
HEAD OF SCIENCE & CO-ORDINATOR OF TVEI — A suitably qualified and experienced teacher required. Person appointed will have the outstanding qualities of leadership necessary to build upon the long established proven success of existing provision in science. Senior Teacher Scale subject to MSC funding.

SCALE 3

BABINGTON COMMUNITY COLLEGE, Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ (11-16 school). NOR 920.
TECHNOLOGY CO-ORDINATOR — Required for September an experienced and committed teacher of technology to lead a team developing a broad core technology programme in Years 4 and 5 and technological modules in the Science and Design curricula in Years 1-3.
This is a new post and offers exciting opportunities for someone committed to broad based technology for all students. Subject specialism is not as important as an understanding of the inter-disciplinary approach to technology. Scale 3 subject to MSC funding

HAMILTON SCHOOL, Keyham Lane West, Leicester LE5 1RT.
HEAD OF DRAMA — Required September, to take responsibility for the subject throughout the school. Applications are invited from experienced and enthusiastic teachers to take part in TVEI extension plans for the 14-16 curriculum, developing Drama as a core-module for this age range and as a teaching method across the curriculum. There will also be an opportunity to teach it to GCSE. Scale 3 subject to MSC funding. Closing date: 18th May 1987.

SOAR VALLEY COMMUNITY COLLEGE (11-16), Gleneagles Avenue, Leicester LE4 7GY. NOR 1173.
MATHS — Required September to act as 2nd in the Department to teach across the 11-16 age range up to GCSE level.

LUTTERWORTH SCHOOL (14-18), Bitteswell Road, Lutterworth, Leics. LE17 4EW. NOR 1430.
HEAD OF RELIGIOUS EDUCATION — Required from September. RE is presently an examination course subject for all students in years four and five and is also taught to 'A' level. An appropriately experienced teacher is required with imagination and flair to continue the developments within the school in fostering and understanding of christianity within a positively affirmed multi faith pluralist society.
HEAD OF ECONOMICS & POLITICS & GENERAL STUDIES IN THE VI FORM — Required September 1987. Scale 4 post will be available to an appropriate qualified and experienced candidate who can combine these responsibilities with those of assistant co-ordinator of TVEI, with special responsibilities for Business and enterprise education.

SCALE 2

WYGGESTON COLLEGIATE, (16-19), Regent Road, Leicester LE1 7LW. NOR 700.
COMMERCIAL SUBJECTS — Required September teacher for commercial subjects to be in charge of this well established area and to teach Accounts to GCSE.

ROBERT SMYTH UPPER SCHOOL, Burnmill Road, Market Harborough LE16 7JG. NOR 1180.
HEAD OF TECHNOLOGY — Required for September 1987; an energetic and committed teacher of Technology who will be able to develop the subject from its new based within the Design Faculty. Technology is offered to GCSE level within the option system and is also available as a choice in Core Science
The successful candidate will be expected to become involved in the work of the whole faculty and also to liaise with other areas within the School to support and promote the subject of Technology in the curriculum.

SCALE 1/2

ST. MARTIN'S R.C. HIGH SCHOOL (11-14), Stoke Golding, Nuneaton, Warks. NOR 301.
PE/MATHS — Required September. A teacher for boys Physical Education with some Mathematics, Scale 2 available for suitably qualified applicant.

SCALE 1

ASHBY GRAMMAR SCHOOL, (14-19), Leicester Road, Ashby de la Zouch, Leics. LE6 5DH. NOR 1255.
JUNIOR HOUSE TUTOR — Required for September to assist in a boarding house of 32 boys, attached to this 14-19 upper school.

IVANHOE HIGH SCHOOL, (11-14), North Street, Ashby de la Zouch, Leics. LE6 5HL. NOR 840.
DESIGN — Required an enthusiastic and versatile teacher of Design is needed, with an emphasis on an imaginative approach to wood.

LONGSLADE COLLEGE, (14-18), Wanlip Lane, Birstall LE4 4GH. NOR 956.
PHYSICS — Required for September, or earlier if possible, a graduate teacher of Physics able to teach the subject to GCSE and A level.

EARL SHILTON COMMUNITY COLLEGE (14-19), Heath Lane, Earl Shilton LE9 7PD. NOR 744.
GERMAN — Required for September a Scale 1 German specialist to teach German to A level and French to at least G.C.E. We are looking for an enthusiastic linguist who is committed to communicative language teaching and prepared to play a considerable role in the development of new courses.

JOHN CLEVELAND COLLEGE (14-18), Forest View, Butt Lane, Hinckley, Leics. NOR 1859.
INFORMATION TECHNOLOGY & COMPUTING — Required to commence Autumn term 1987. Scale 1 subject to MSC funding.

CROWN HILLS COMMUNITY COLLEGE, Gwendolen Road, Leicester LE5 5FT. NOR 874.
CHEMISTRY — Required September Scale 1 teacher of Chemistry and/or Physics to all ages and ability levels in this 11-16 Comprehensive.
GEOGRAPHY — Required September an enthusiastic teacher to teach all ages and ability levels in this 11-16 Comprehensive School. Some Social Studies an advantage.

LANCASTER BOYS SCHOOL (11-16), Off Knighton Lane East, Leicester LE2 6FU. NOR 921.
PE/GAMES — Required as soon as possible a specialist teacher across the 11-16 age range in this all boys school, with some Maths in years 1 and 2.

RUSHEY MEAD SCHOOL (11-16), Melton Road, Leicester LE4 7PA. NOR 970.
ENGLISH — Required September for the full age and ability range. A keen interest in community development and a desire to extend the arts in school project including bilingual productions will be an advantage.
P.E. AND GAMES — Required September, an enthusiastic committed teacher of P.E. and Games, which are compulsory for years 1-3 and offered as part of an enrichment programme for years 4 and 5. An ability to offer additional general subjects and a willingness to become involved in community work will be an advantage.

SOAR VALLEY COMMUNITY COLLEGE (11-16), Gleneagles Avenue, Leicester LE4 7GY. NOR 1173.
MATHS — Required September to teach across the 11-16 age range up to GCSE level.

WYGGESTON & QUEEN ELIZABETH I COLLEGE (16-19), Regent Road, Leicester LE1 7RJ. NOR 840.
MATHS/COMPUTER SCIENCE — Graduate required, from September to teach both Mathematics and Computer Science to 'A' level (London syllabi); 0.9 F.T.E.

LUTTERWORTH GRAMMAR SCHOOL (14-18), Bitteswell Road, Lutterworth, Leics. LE17 4EW. NOR 1500.
PHYSICAL EDUCATION — Required September, a teacher for Girls, the ability to offer specialist teaching in netball, tennis and dance would be an advantage.
The person appointed will have a committed involvement in the Department's wide range of activities across the full age range.

ROBERT SMYTH UPPER SCHOOL, (14-19), Burnmill Road, Market Harborough, Leics. LE16 7JG. NOR 1180.
BUSINESS STUDIES — Required from September to join a forward looking team offering a wide range of courses across this 14 to 18 school. Ability to teach keyboarding skills is essential.
INFORMATION TECHNOLOGY — Required from September to assist with the core I.T. course for all fourth and 5th year pupils work with CPVE and 'A' level computer science is also available.

UPPINGHAM COMMUNITY COLLEGE (14-19), London Road, Uppingham, Leics. LE15 9TJ. NOR 459.
PHYSICAL EDUCATION — Required for September an assistant teacher. the ability to offer dance as part of an expressive arts course is desirable.

SOUTH WIGSTON HIGH SCHOOL (10-14), St. Thomas's Road, South Wigston, Leics. LE8 2TA. NOR 780.
DRAMA DANCE — Required Autumn term 1987, teacher to join a developed department with an excellent reputation.
SPECIAL EDUCATIONAL NEEDS — Required Autumn Term 1987. An experienced sympathetic middle school trained teacher to join the 10+/11+ base team as a form tutor and general subject teacher.
Half of the time table will be spent as a special needs teacher with individuals and small groups on a support/withdrawal basis. Mathematics as a main 'subject' discipline is desirable.

WIGSTON GUTHLAXTON COLLEGE (14-18), Station Road, Wigston Magna, Leicester LE8 2DS. NOR 1400.
DANCE — Required September a part-time (0.5) teacher for Dance to G.C.S.E. level and to assist with College productions. Tel. Leicester 881611. Closing date: 15th May 1987.

PRIMARY

SCALE 2

BRAUNSTONE FRITH INFANT SCHOOL, Liberty Road, Leicester LE3 6HN. NOR 145.
Required September teacher for reception infant class.
Required September teacher for middle or top infant class.

GREEN LANE INFANT SCHOOL, Spinney Hill Road, Leicester LE5 3GG. NOR 198.
Required September, teacher for multicultural development throughout the school. This is a Section 11 funded post.

HIGHFIELDS (NEW) PRIMARY SCHOOL, c/o Whitehall Primary School, Whitehall Road, Leicester. NOR 270.
Required September, experienced Primary School Teacher. Music an advantage.
Required September, experienced, enthusiastic, adaptable primary teacher for this new school.

SPINNEY HILL PRIMARY SCHOOL AND COMMUNITY CENTRE, Ventnor Street, Leicester LE5 5EJ. NOR 611.
Required September, experienced infant teacher for middle infant age range initially in a large multi cultural primary school, available for a competent pianist able to develop creative music making and singing throughout the infant department and to liaise with colleagues in developing a sound musical education policy throughout the school.

STOKES WOOD PRIMARY SCHOOL, Blackett Avenue, Leicester LE3 9BX. NOR 242.
Required September, teacher with primary experience for the Junior Speech and Language Unit at this school. Scale 2 + SCA.

WYCLIFFE COUNTY PRIMARY SCHOOL, Moorbarnes Lane, Woodmarket, Lutterworth, Leics. LE17 4QJ. NOR 185.
Required September, experienced, well motivated and responsible teacher able to teach effectively and enthusiastically across the primary age range.

THRINGSTONE COUNTY PRIMARY SCHOOL, Hensons Lane, Thringstone, Coalville, Leicester LE6 4LJ.
Required an experienced teacher to take lower junior class and be responsible for one or more of the following curriculum areas. Music, Drama and Educational Dance.

ST. PETER & ST. PAUL C.E. SCHOOL (AIDED), Upper Church Street, Syston, Leicester LE7 8HR. NOR 435.
Required September an experienced and imaginative teacher prepared to teach across the Primary age range. The successful applicant should be able to make a significant contribution to curriculum development and offer expertise particularly in Music. Communicant Member of Church of England preferred.

GLENMERE PRIMARY SCHOOL, Estoril Avenue, Wigston, Leics. LE8 1RD. NOR 173.
Required September experienced and innovative teacher required to be responsible for curriculum leadership in Maths throughout the school and interest in collaborative approaches to learning.

THE MEADOW PRIMARY SCHOOL & COMMUNITY CENTRE, Meadow Way, Wigston Magna, Leicester LE8 1QZ. NOR 310.
Required September an enthusiastic and suitably qualified teacher to co-ordinate music throughout the Junior Department of this lively open plan primary school. An interest in Drama would be an additional advantage.

THE PARKLAND COUNTY PRIMARY SCHOOL, St. Thomas's Road, South Wigston, Leicester LE8 2TA. NOR 382.
Required September, experienced and enthusiastic teacher required to take a class of infants in an open plan building. Responsible for the development of Science/Technology throughout the school.

SCALE 1/2

BROUGHTON ASTLEY C.E. PRIMARY SCHOOL, Orchard Estate, Broughton Astley, Leicester. NOR 262.
Required September, an enthusiastic teacher to take middle infant class. Ability to co-ordinate Music through the school desirable, but other strengths and interests considered. Scale 2 post may be available.

ST. CLARE'S R.C. (AIDED) PRIMARY SCHOOL, Convent Drive, Coalville, Leics. LE6 2JF. NOR 187.
Required September, a full-time teacher with enthusiasm and commitment for top-infant class. Music an advantage. Practicing Catholic preferred. (Scale 2 available for music).

BEAUMONT LODGE PRIMARY SCHOOL, Astill Lodge, Beaumont Leys, Leicester LE4 1DT. NOR 115.
Required September for this recently opened child-centred school, an enthusiastic innovative teacher with experience of team teaching, to work initially within a team covering a wide 7+ age range. The post does not necessarily call for specific curriculum strengths (although such strengths should be quoted in applications) rather it is for a teacher with proven ability to promote good primary practice. The school has a policy of full integration for visually impaired pupils.

QUEENSMEAD INFANT SCHOOL, Winstanley Drive, Leicester LE3 1PF.
Required September for this lively City nursery infant school, an experienced and enthusiastic teacher for reception class. Willingness to be involved in nursery/infant liaison essential. Curriculum strengths in Maths/language an advantage. Scale 2 for suitable applicant.

BROOKSIDE PRIMARY SCHOOL, Copse Close, Oadby, Leicester LE2 4FU. NOR 272.
Required September a committed, enthusiastic teacher for this lively open plan school (4 to 10 years). Music is an advantage. Scale 2 post available to suitable applicant.

ST. LUKES C.E. PRIMARY SCHOOL, Thurnby, Leicester LE7 9PN. NOR 115 — Full-time 122 Part-time.
Required for September, teacher for a class of 6-7 year olds. Music and games interest and ability essential. The appointed teacher will be expected to liaise with parents and have a strong interest in curriculum development. Also to be involved in the wide ranging activities of the school.

SCALE 1

ASFORDBY HILL PRIMARY SCHOOL, Melton Road, Asfordby Hill, Melton Mowbray LE14 3EB. NOR 137.
Required September, an enthusiastic teacher to work initially with a lower junior (7-9 years) class, but keen to be involved with children throughout the primary range. The teacher will be expected to take part in the school's programme of curriculum and staff development and an interest in the extension of language and drama skills would be an advantage, as would the ability to organise P.E. and swimming activities throughout the school.

BEECHWOOD COUNTY INFANT SCHOOL, Gwendoline Drive, Countesthorpe, Leicester LE8 3RN. NOR 227.
Required September, an experienced and enthusiastic infant teacher required to take responsibility for resources and Special Needs. Someone with experience of the Story approach to reading, and also a pianist would be much appreciated.

RIVERSIDE COUNTY PRIMARY SCHOOL, Wanlip Lane, Birstall, Leicester LE4 4JU. NOR 484.
Required September an informed an imaginative infant teacher with a keen interest in child development and a willingness to take an active participation in the life of the school.

STOKES C.E. (CONTROLLED), Primary School, Queen's Road, Blaby, Leicester LE8 3EG. NOR 298.
Required September, a teacher for juniors, ability to take games desirable.

MILLFIELD COUNTY PRIMARY SCHOOL AND COMMUNITY CENTRE, Hat Road, Braunstone, Leicester LE3 2FW. NOR 166.
Required September, teacher with infant training (or appropriate experience) to be responsible for curriculum welfare and day to day management of a vertically grouped infant class.
The post will involve close consultation with and support from Head and Colleagues.

BROOM LEYS COUNTY PRIMARY SCHOOL, Broom Leys Road, Coalville, Leicester LE6 3DS. NOR 363.
Required for September, teacher able to take responsibility for boys' games and P.E.

DANEMILL PRIMARY SCHOOL, Mill Lane, Enderby, Leics. LE9 5LH. NOR 451.
Required for September — 4 Permanent teachers, for the following vacancies:
(1) Teacher for lower juniors, swimming an advantage.
(2) Infant teacher prepared to take an interest in art and display. Swimming also an advantage.
(3) Infant teacher prepared to take an interest music. Swimming also an advantage.
(4) Reception teacher, swimming also an advantage.

THE HALL COUNTY JUNIOR SCHOOL, Glenfield Frith Drive, Glenfield, Leicester. NOR 224.
Required September 1987, an experienced and committed teacher for lower end of age range. Tel: Leicester 873582.

LANGHAM C.E. (C) PRIMARY SCHOOL, Langham, Oakham, Leics. NOR 139.
Required September teacher of infants to teach across the whole primary age range.

CATHERINE INFANT SCHOOL, University Road, Leicester LE4 6BY. NOR 265.
• Required September two teachers for infant or rising five class. Applicant should be prepared to teach any age group in the 4+ 7 range applicants should also be interested in teaching in a multicultural school.

ABBEY PRIMARY SCHOOL, Ellis Avenue, Leicester LE4 5LB. NOR 534.
Required September, Section II teacher for reception infants.

HEATHERBROOK PRIMARY SCHOOL, Astill Lodge Road, Leicester LE4 1BE. NOR 292.
Required September, experienced teacher to work with top junior age range in this open-plan primary school.

IMPERIAL AVENUE INFANTS SCHOOL, Imperial Avenue, Leicester LE3 1AH. NOR 161.
Required September teacher for vertically group infant class 3-7 year olds in this multi-cultural city school.

INGLEHURST JUNIOR SCHOOL, Ingle Street, Leicester LE3 9FS. NOR 304.
Required September two teachers for junior.

LINDEN PRIMARY SCHOOL, Headland Road, Leicester LE5 6AD. NOR 423.
Two posts — required September.
Post 1. A teacher with imagination and vision.
Willingness and/or ability to teach in a vertically grouped integrated day situation across the whole primary age range preferred. Experience of infant teaching an advantage.
Post 2 — A suitably experienced, enthusiastic, energetic teacher to organise a forward looking nursery in this lively multi-cultural school.

THE MEADOW PRIMARY SCHOOL & COMMUNITY CENTRE, 2 Meadow Way, Wigston Magna, Leicester LE8 1QZ. NOR 310.
Required September 1987 an enthusiastic and suitably qualified teacher to co-ordinate music throughout the Junior Department of this lively open plan primary school. An interest in Drama would be an additional advantage.

MEDWAY JUNIOR SCHOOL, St. Stephens Road, Leicester LE2 1SH. NOR 282.
2 Posts. Required September.
Post 1: Part-time (0.5) teacher to provide classroom support for ethnic minority pupils. An ability to speak a community language, especially Bengali would be an advantage. This is a Section II post.
Post 2: Teacher for lower junior class. The appointed teacher should be keen to contribute to the curriculum development generally. The ability to offer PE as a curriculum speciality would be an advantage.

MERRYDALE INFANT SCHOOL, Claydon Road, Leicester LE5 0PL. NOR 233.
Required September teacher for reception class in this attractive semi open-plan infant school.

MERRYDALE JUNIOR SCHOOL, Claydon Road, Leicester LE5 0PL. NOR 339.
Required September teacher for juniors.

SANDFIELD CLOSE PRIMARY SCHOOL, Sandfield Close, Leicester. NOR 441.
Required September, nursery/infant teacher for 4+ unit in this modern, open plan multicultural school on the edge of the city.

SPINNEY HILL PRIMARY SCHOOL & COMMUNITY CENTRE, Ventnor Street, Leicester LE5 5EJ. NOR 611.
Required September, three teachers with expertise in early education for younger age infant classes initially. Language development a priority. Particular experience, and interest in being involved in the development of one of the following areas in the infant curriculum would be an advantage. Reading skills, Computing, Mathematics.
Required September, teacher with enthusiasm, initiative and energy for 3rd year juniors initially. Ability to play musical instrument and interest in being involved in the multi-cultural musical activities that take place would be an advantage, as would ability to teach swimming also.

ROLLESTON INFANT SCHOOL, Hillsborough Road, Leicester LE2 9PT. NOR 153.
Required September, teacher for reception infant class.

THORNBY LODGE PRIMARY SCHOOL, Dudley Avenue, Leicester. LE5 2EG. NOR 279.
Required September an enthusiastic teacher for either top infants/lower juniors or reception class, nursery experience would be an advantage.

UPLANDS INFANT SCHOOL, Melbourne Road, Leicester LE5 2EU. NOR 280.
Required September, an enthusiastic infant teacher for this inner-city, multi-cultural school.

WHITEHALL PRIMARY SCHOOL, Whitehall Road, Leicester LE5 6GJ. NOR 356.
Required September, a lively, enthusiastic and committed primary teacher. Expertise in the field of Science and Technology is sought and an interest in Physical Education or Music would be an advantage.

WELSEY HOUSE PRIMARY SCHOOL, Beaumont Leys Lane, Leicester LE4 2GZ. NOR 346.
Required September an enthusiastic and committed teacher for reception infants.

WYVERN INFANT SCHOOL, Wyvern Avenue, Leicester LE4 7HH. NOR 283 Full-time 110 Part-time
Required September a lively and enthusiastic teacher with infant/nursery training and/or exprience to be in charge of a 30 place Nursery which is part of a large Nursery department. The ability to work as part of a team committed to the principles of early childhood education is essential as is a commitment to Multi-Cultural Education. An interest in devising strategies to encourage and extend Home-School links would be an advantage as would the ability to speak Gujurati/Punjabi. Full-time or possible job share applications will be considered.

HOLYWELL COUNTY PRIMARY SCHOOL, Thirlmere Drive, Loughborough LE11 3SJ. NOR 386.
Required September, teacher for vertically grouped infant class (with "rising-fives").

SACRED HEART R.C. (AIDED) PRIMARY SCHOOL, Grey Street, Loughborough LE11 2DZ.
Required September, enthusiastic and versatile reception infant class teacher to co-operate in reorganisation. Practising Catholic with Catholic Teacher certificate preferred. Music an advantage.

MARKET HARBOROUGH C.E. PRIMARY SCHOOL, 1 Fairfield Road, Market Harborough LE16 9QH. NOR 340.
Required September, Junior/Infant class teacher. Willingness to be involved with all primary age range essential. The split site school demands great flexibility in both attitudes and approaches to teaching. Please state additional areas of interest that would be relevant for the position.

EQUAL OPPORTUNITY POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability: disabled applicants will be guaranteed an interview if suitably qualified and/or experienced, and supported by a recognised agency e.g. a D.R.O.

Leicestershire

Please contact the Headteacher for further details and application forms (s.a.e.).

PRIMARY

CHRIST CHURCH AND PETERS C.E. PRIMARY, Rothley Road, Mountsorrel, Loughborough LE12 7JA. NOR 257.
Required September, an infant teacher with experience and enthusiasm essential with particular interest in maths and science willing to work with colleagues at all aspects of curriculum development.

SOUTHFIELD COUNTY PRIMARY SCHOOL, Sandringham Close, Oakham, Leics. LE15 6HB. NOR 170.
Required September an experienced infant teacher, with working knowledge of story approach to reading

SHEEPY CE (Controlled) Primary School, Main Street, Sheepy Magna, Nr. Atherton, Warks. CV9 3QR.
Required from September two part-time teachers for this small primary school to teach across junior age range. Apply in writing to the Head.

ST. PETER ST. PAUL C.E. (AIDED) SCHOOL, Upper Church Street, Syston, Leicester LE7 8HR. NOR 435.
Required September, committed and young imaginative teacher to initially take responsibility for a new class of rising fives. Applicants should have suitable training in the 3 to 7 age range. Communicant member of Church of England preferred

RICHARD HILL CE (AIDED) PRIMARY SCHOOL, Anstey Lane, Thurcaston, Leicester LE7 7JA. NOR 140.
Required September, an enthusiastic and committed teacher for reception infants. The governors hope to appoint a practising Christian for this Church aided school. Closing date 18th May 1987.

CHURCH HILL C.E. (CONTROLLED) JUNIOR SCHOOL, Thurmaston, Leicester LE4 8DE. NOR 310.
Required September 2 posts.
1. Class Teacher with interest in C.D.T., or Science or computers in the primary school
2. Class Teacher able and willing to work in close co-operation with other staff with clear ideas on how to develop drama throughout the school. Both posts are open to experienced teacher and probationers.

ST. LUKES C.E. PRIMARY SCHOOL, Thornby, Leicester LE7 9PN. NOR 115. Full-time.
Required September teacher for class of 9-10 year olds. To work with enthusiasm and commitment. Interest an curriculum development essential. Appointed teacher will be expected to contribute and be involved in the wide ranging activities of the school.

THE PARKLAND COUNTY PRIMARY SCHOOL, St. Thomas's Road, South Wigston, Leicester LE8 2TA. NOR 382.
Required September, an enthusiastic teacher required to take a class of lower juniors, must be prepared to teach other ages in the future particularly infants.

SPECIAL SCHOOL

SCALE 2

EMILY FORTEY SCHOOL, Glenfield Road, Leicester LE3 6DG. NOR 98.
Required September, a flexible and enthusiastic teacher to take responsibility initially for a group of reception children, aged 5-7, with severe learning difficulties
The fostering and maintaining of home/school links is seen as an important part of the work

MISCELLANEOUS

SCALE 2

SERVICE FOR HEARING IMPAIRED CHILDREN, Room 4, County Hall, Glenfield, Leicester LE3 8RF.
Required Assistant Peripatetic Teachers — Two posts from August 1987, qualified teachers of the hearing impaired to undertake regular teaching support to hearing impaired children attending local ordinary schools using an auditory interactive approach to language and communication development. Good in-service training and support services are available. The provision of transport is necessary.
Further details and application forms available from Mr. D. R. Harrison, Service for Hearing Impaired Children, County Hall, Glenfield, Leicester LE3 8RH.

MENPHYS CENTRE — NURSERY TEACHER (2 POSTS)
Burnham Scale 2
Applications are invited from suitably qualified teachers with nursery/infant experience to work at the Menphys Centre, Wigston. The teaching posts will be part of the pre-school peripatetic service (based at Collegiate House) but the teachers will be deployed full-time on a day to day basis at the Menphys Centre.
Application forms and further details from the Director of Education, Teachers' Personnel Section, County Hall, Glenfield, Leicester LE3 8RF.

Asians and Afro-Caribbeans are under represented in this area of the Council's work and are therefore positively encouraged to apply.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability disabled applicants will be guaranteed an interview if suitably qualified and/or experienced, and supported by a recognised agency e.g. a D.R.O.

Haringey

THE SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London, N8 7DT

HEADTEACHER

Group 11 + London Allowance of £1,215
Roll 1100

The Governors invite applications for appointment as HEADTEACHER of this Voluntary Aided Church of England Secondary School which will become vacant at the end of the Summer Term, 1987.

Applicants, who must be members of the Church of England, should be graduates, and have had wide and varied experience of the full 11 to 18 age range.

A very pleasant family house, free of rent, in a good residential area, will be available to the successful candidate, if required.

Application forms and full particulars obtainable from the Chief Education Officer, London Borough of Haringey, 48 Station Road, Wood Green, London, N22 4TY (sae), should be returned to Mr. H.L. Freakes, OBE, Clerk to the Governors, 3 Wellington Road, Enfield, Middx, EN1 2PB, to arrive *not later than Monday, May 25th*.

(16984)

SECONDARY HEADSHIPS
continued

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BIRKDALE HIGH SCHOOL
Wentwright Drive, Dewsbury WF13 4JR
Ref: 1833

Applications are invited from suitably experienced teachers for the post of HEADTEACHER in this Group 10 school which caters for the age range 11-16 years. The post will date from September 1987, or, as soon as possible thereafter.

Application forms and further details (s.a.f.e. please) available from the Director of Educational Services (Ref PT) Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy full details of which will be sent to all applicants.
(31934) 130010

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
APPOINTMENT OF HEAD TEACHER (GROUP 12)
(READVERTISEMENT)
Required from September, 1987, or as soon as possible thereafter, a suitably qualified and experienced teacher for appointment as Head Teacher of this co-educational County High School for approximately 1,200 pupils between the ages of 13+ and 18 years.
The school is in group 12 for salary purposes i.e. within the range of £25,002 - £25,725 per annum.
Apart from submitting a completed application form, applicants are invited to submit in writing their views on any or more major issues which are currently affecting the Education Service both locally and nationally.
Previous applicants for this post need not re-apply as they will authomatically be re-considered unless they inform the Schools Section to the contrary.
Application forms and further details are obtainable from the returnable to the Schools Section, Education Department, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU by Monday, 18th May, 1987. (31751) 130010

Deputy Headships
Second Masters/
Mistresses

GLOUCESTERSHIRE
Please see display advertisement on Page 83.
(00194) 130012

KIRKLEES
DIRECTORATE OF EDUCATIONAL SERVICES
Stockhill Street, Dewsbury WF13 2JE
Ref: 1830
Required for September 1987. SENIOR TEACHER in this 11-16 mixed multicultural comprehensive school. The successful candidate will be expected to undertake a significant role in curriculum development.
Application forms and further details, Tel: Dewsbury 463431 from the Headteacher at the school to whom completed forms should be returned by 19th May 1987 at the latest.
Kirklees operates an Equal Opportunities policy full details of which will be supplied to all applicants.
(31748) 130012

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
Education Department

PRIMARY
HEADTEACHER
£14,859 – £15,588
SITLINGTON MIDDLESTOWN J. & I. SCHOOL
GROUP 4 N.O.R. 252
A Headteacher required for the above school for either September 1987 or as soon as possible thereafter.

SECONDARY
SECOND MASTER/MISTRESS
£18,537 – £19,284
HEMSWORTH HIGH SCHOOL (13-18)
GROUP 12 N.O.R. 1145
Required for September 1987.
Application forms and further details are available on receipt of a s.a.e. from The Director of Education, 8 Bond Street, Wakefield, WF1 2QL, to be returned by 22 May 1987.
(12813)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate, Kent
Tel: (0843 591075)
650 Boys, 6th Form 180
Required for SEPTEMBER, 1987, through promotion of present holder to Professorship of Music, Director of Studies at Senior Teacher scale. Planning for TVEI extension is just starting. A curriculum qualification and relevant practical experience in curriculum development would be advantageous though the former is not essential. Willingness to contribute to extra curricular activities and general responsibilities of Senior Management Team vital.
Further details from the Headmaster to whom applications and CV with names and addresses of two referees should be submitted by 13TH MAY.

SOUTH KENT AREA
HIGHWORTH SCHOOL FOR GIRLS
Quantock Drive, Ashford TN24 8UD
Roll 570
September 1987. Senior Teacher required for this group 10 girls upper school to act as Director of Studies with responsibility for curriculum development.
Letters of application to Headteacher from whom further details are available. (Stamped addressed envelope please). Tel: Ashford 24910.
(43488) 130012

STOCKPORT
Required from September 1987
DEPUTY HEADTEACHER
GROUP 9
Ref 3120
HARRYTOWN R.C. HIGH SCHOOL
Harrytown Lane, Romiley, Stockport SK6 3BU
Tel: 061-430 5277
A suitably qualified and experienced teacher required. Must be able to contribute to all aspects of secondary school management via periodic re-allocation of specific duties.
Candidates must be in full sympathy with the aims of this Catholic School.
Potential applicants should telephone the school for further details and application forms should be returned to the Headteacher at the school by 20th May 1987.
Stockport is an Equal Opportunities Employer.
(31575) 130012

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
RIDGEWAY HIGH SCHOOL AND COMMUNITY CENTRE
Noctorum Avenue, Noctorum, Birkenhead L43 7EB
REQUIRED FOR SEPTEMBER, 1987 DEPUTY HEADTEACHER - Group 10. The successful candidate will be interested in whole-school curriculum development and have experience of promoting innovation. Curriculum, pastoral and administrative duties will be shared, and the school is committed to the ideals of comprehensive education.
Further details and application forms are available from the Headteacher, Mr. R. Absalom, and should be returned by Wednesday 20th May. 1987. (31548) 130013

Remedial and Special Needs Teaching Posts

Heads of Department

HERTFORDSHIRE
NICHOLAS BREAKSPEAR SCHOOL
Colney Heath Lane, St. Albans, Herts. AL4 0TT
Group 10
Head: Mr. T.M. Eastham
Required for September for this 11-18, 5-6 f.e., RC, all-ability, co-educational school, Head of Special Needs, Scale 3/3. For teachers moving into the County, Hertfordshire has an attractive re-location scheme.
Please phone the Head on St. Albans 56867 or 60079 as soon as possible for further details. (45200) 131018

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
WYE VALLEY COUNTY SECONDARY SCHOOL
New Road, Bourne End, Bucks. SL8 5BW
HEADTEACHER: Dr. D.C. PARKIN
Head of Special Needs Department. Required for September 1987 an experienced teacher for this Department in a mainstream school. Experience of working with Secondary age pupils who have specific learning difficulties is essential. Please telephone the Headmaster for an application form and further details, 06285 32167. Closing date 19th May, 1987.
(31854) 131018

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
UPBURY MANOR SCHOOL
Marlborough Road, Gillingham ME7 5HT
HEAD OF SPECIAL NEEDS DEPARTMENT SCALE 4
Required for September 1987 or January 1988, a widely experienced and well-qualified teacher to lead a fully established Special Needs Department in this mixed secondary school (roll 900). The department incorporates a small County Facility For Statemented Children with Specific Learning Difficulties as well as operating an extensive remedial system within the school. The Head of Department liaises closely with the school's Academic Pastoral Leadership and the departmental work includes a classroom teaching support system.
Letters of application, C.V. and names of referees should be sent as soon as possible to the Headmaster Mr. I. Gliddon.
(43489) 131018

PUTNEY HIGH SCHOOL
35 Putney Hill
London SW15 6BH
Tel: 01-788 4886
Headmistress: Mrs. P.A. Penney.
Independent Girls' School (G.P.D.S.T.).
580 girls, 130 in Sixth Form.

Required from January 1988, or September 1987 if possible, an enthusiastic, well qualified graduate as
DEPUTY HEAD (Group 10)
to join the Senior team.
The successful candidate will have academic and pastoral responsibilities throughout the school, and be fully involved in all aspects of school management. Interest in curriculum, Active Tutorial work and staff development essential: timetabling experience welcome but not necessary.
Letters of application with curriculum vitae and the names of two referees should be sent as soon as possible to the Head, from whom further details may be obtained. Closing date 15th May 1987.
(13499)

Deputy Headteacher
WORTHING HIGH SCHOOL

Required for September 1987 a Deputy Headteacher to join Senior Management Team of this thriving 12-16 Mixed Comprehensive (Group 10) School of 860 pupils which is involved in several new initiatives.

Candidates should have good subject experience and a wide range of curricular interest.

Initially the successful person will be responsible for curriculum and time tabling but can expect to be involved in all other areas of school life very quickly.

Further details and application form from the Headmaster, Worthing High School, South Farm Road, Worthing, West Sussex.

Closing date 18th May 1987.
(40431)

west sussex

SURREY COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £309 p.a. througout the County.
★ Temporary housing may be available.
★ Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

ST JOHN THE BAPTIST RC COMPREHENSIVE
Elmbridge Lane, Kingfield, Woking GU22 9AL.
12-18 RC Mixed Comprehensive NOR 738 incl. 115 in 6th form.

Required for September 1987 a DEPUTY HEADTEACHER for this Group 10 RC Comprehensive School with a high reputation to replace the present holder who has been promoted to a Headship.
Salary Scale: £16,848–£17,592 plus £309 London Allowance (Fringe Area).
The Governors invite applications from practising Catholics with good academic qualifications and sound experience of comprehensive education.
Applications by form of letter with C.V. and names and addresses of two referees must be sent by 18 May to the Headmaster from whom further details may be obtained. Intending applicants are invited to visit the School by appointment - Tel. Woking 29343.
12839

SECONDARY REMEDIAL
continued

CUMBRIA
WYNDHAM SCHOOL
Egremont CA22 2DQ
(Comp. community school, mixed NOR 1,120 inc. 120 in Sixth)
HEAD OF CENTRE (scale 3)
Required for Sept. 1987 at Wyndham's Support Centre which is an established school-based facility concentrating upon behavioural emotional and social problems. The Head of Centre and assistant work from a specialist centre on the campus but also give classroom-based support to staff and pupils. When pupils are referred, the aim is always for re-integration.
Further details and application forms from the Head (s.a.e. please). Returnable a.s.a.p. (31225) 440000

Scale 2 Posts and above

EAST SUSSEX
HELENSWOOD SCHOOL
The Ridge, Hastings TN34 2AF
Girls Comprehensive, 11-18. Roll: 1100
From September: Teacher of Slow Learners (11-14) - Scale 2. The school is looking for a high degree of technical competence in analysing and solving the learning problems of slow learners. Ability to cope with behavioural problems is not a major requirement of the post.
Relocation grants in approved cases.
Apply to Headmistress with full c.v. and names and addresses of two referees. Further details available (sae please). Closing date: May 15th. (43203) 131020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
PROVISION FOR PUPILS FROM TRAVELLING FAMILIES
Scale 2/3 teacher to work with Secondary age pupils
Required for September 1987, an experienced and suitably qualified teacher to contribute to the development of appropriate educational provision for travellers' children within this outer London Borough. The person appointed will be responsible for secondary aged pupils and will be based at Townmead Comprehensive School, West Drayton. He/she will be a member of a team and will liaise with staff appointed to undertake similar work at a neighbouring primary school. A Scale 3 post will be available for a suitable applicant.
Application forms and further details of the post from the Director of Education, Civic Centre, Uxbridge, Middlesex, (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 15 May 1987.
Outer London Allowance Payable. (31274) 131020

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Tel: No. 01-897 2001/5
Head: Mrs. Anne Jones BA DIP Soc FRSA
Wanted - a COMMUNITY LIAISON TEACHER (Scale 2) for September (Temporary in the first instance to cover maternity leave).
Cranford is a coeducational community school in a multiracial area situated near Heathrow Airport, and serving a multi-ehnic population which is about 55% Asian in origin. As a community school it not only provides an education service for the pupils of the comprehensive school (some 1150) but also for adult students (some 1300 part-time). We have well established multicultural and anti-racist policies and strategies.
We need a teacher committed to multicultural education to work with our school and its communities, to promote and improve communication with, and understanding of, ethnic minority groups. This established post offers tremendous scope for further development.
For full details please apply to the Head Mrs. Anne Jones enclosing a curriculum vitae, with the names of two referees and a s.a.e. Suitable candidates will be invited to visit the school in advance of the final interviews. London Allowance £795 per annum.
CLOSING DATE: 18TH MAY 1987.
WE ARE AN EQUAL OPPORTUNITIES EMPLOYER. (31777) 131020

SHROPSHIRE
GROVE SCHOOL
Newcastle Road, Market Drayton, Shropshire TF9 1HF
Tel: M. Drayton 2121
11-18 Mixed Comprehensive School
Required for September 1987, permanent, full-time Scale 2 Teacher to be responsible under the Head Dept: To work within the learning support dept which includes teaching children with moderate learning difficulties and for supporting children in the mainstream classes.
Application forms and details from the Head (SAE required). (43506) 131020

Scale 1 Posts

BARNET
LONDON BOROUGH
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, London N2 0SQ
Tel: 01-444 5211
V.A. Mixed Comprehensive. Roll 1064, Sixth Form 180. 11-18
SUPPORTIVE STUDIES POST
Required for September 1987, a Teacher of SPECIAL NEEDS (Scale 1) for a thriving and committed department.
The successful candidate will work with some withdrawal groups and also assist with support work in other areas. An interest in computer based learning would be advantageous.
Practising Catholic preferred.
Removal expenses and separation allowances available.
Written request for further details and application form from the Head Teacher S.A.E. Closing date for applications Monday, 18th May 1987. (31581) 131022

BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0689 74043
For September 1987, a teacher of Special Educational Needs (Scale 1) for this 11-18 mixed comprehensive with a Sixth Form of 120. We are currently reviewing this area of our curriculum and are committed to developing along the lines of educational support for all pupils, particularly those who are gifted or have learning difficulties.
Situated in the green belt on the top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London Allowance is payable.
Details/application forms from and returnable to the Headteacher (large SAE please) by 19th May 1987. (43243) 131022

BROMLEY
LEESONS DAY CENTRE
Orpington, Kent
Lecturer (Grade I)
(For details see under 'Special Education - Scale 1 Posts). (31465) 131022

HOUNSLOW
LAMPTON SCHOOL
Lampton Avenue, Hounslow TW3 4EP
Headteacher: Mr. D.M. Jordan, B.S.Econ.
(Co-educational: 850 pupils, 11-19 comprehensive)
Required for September (or earlier if possible) a part time teacher (0.5) of pupils with Special Educational Needs to share the teaching of up 12 pupils in the School's Family Unit with the full time teacher i/c of the Unit.
The Unit deals with pupils with emotional and learning problems which require them to be supported in the Family Unit if they are to integrate satisfactorily into the ordinary school curriculum.
Enthusiasm, patience and dedication are some of the qualities which the successful candidate should possess.
Letters of application, including CV and names and addresses of two referees to be received within 7 days of the appearance of this advertisement, should be addressed in the first instance to the headteacher (s.a.e. foolscap, please. London Allowance £795 per annum.
We are an equal opportunity employer. (31766) 131022

By Subject Classification

Art and Design

Heads of Department

AVON COUNTY
THE CASTLE SCHOOL
Park Road, Thornbury, Bristol BS12 1HT
Required from 1st January 1988, Head of the Faculty of Creative Arts and Design. (Scale 4).
A forward thinking person with the appropriate organisational ability to lead a large Faculty intent on further developing a Design approach to teaching is required.
It is anticipated that the main teaching commitment will be in the Home Economics/Textiles area.
Further details from and letters of application to the Headteacher, by 8th May 1987, giving full cv and names and addresses of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (31948) 131218

BERKSHIRE
PIGGOTT CE (CONT) COMP. SCHOOL
Wargrave, Reading RG10 8DJ
Required for September, Head of Craft/Technology, Scale III or Head of Design (incorporating CDT/Art/Pottery/Needlework) Scale IV. (See advertisement under Head of C.D.T.)
Application forms and further details from the Headteacher (SAE please.
Closing date: 22nd May, 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31816) 131218

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, a well qualified and experienced person to be Head of the Art Department, at Burnham Scale 3. The person appointed must have good experience of teaching to G.C.S.E. and 'A' level, and be capable of introducing a craft subject. An enthusiastic person with a keen interest to develop this subject is sought.
Applications with the names and addresses of two referees should be sent to The Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (31298) 131218

DORSET
BLANDFORD UPPER SCHOOL
Milldown Road, Blandford DT11 7SQ
(13-18 Mixed, 710 on roll, Group 11)
Required September 1987, Head of Art (Scale 3) to take charge of Art Department.
Please telephone school for further details and application form. (Tel: Blandford (0258) 51121). Completed application forms to be returned by 18th May, but early applications will be appreciated. (43283) 131218

DORSET
BLANDFORD UPPER SCHOOL
Milldown Road, Blandford DT11 7SQ
(13-18 mixed, 710 on roll, Group 11)
Required September 1987, Head of Faculty of Art & Design (Scale 4). The successful applicant will be an Art Specialist and will co-ordinate the works of the department of Art, Design and Home Economics.
Please telephone the school for further details and application form. (Tel: Blandford (0258) 51121). Completed application forms to be returned by 18th May, but early applications will be appreciated. (43282) 131218

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Head: Mrs. Anne Jones, B.A., Dip. Soc., F.R.S.A.
Tel: 01 897 2001
Wanted for September: Head of Art (scale 3). A Head of Department is required to lead this enterprising and successful department which is part of the Expressive Arts area. Our Expressive Arts course is part of the common core in years 1-5 and in the Lower 6th; it includes Art, Drama, Music and Creative Writing. In addition Art is well established as an exam option in years 4 and 5 and includes pottery, textiles and photography as well as painting and drawing. In the 6th we offer 'A' level and pre BTEC courses. The Art department also takes an active role in adult and continuing education, with adult participation day and evening. The Head of department is expected to take responsibility across the campus.
Cranford is a coeducational community school in a multiracial area situated near Heathrow Airport. As a community school it not only provides an education service for the pupils of the comprehensive school (some 1000) but also for adult students (some 1300). There are 4 fully equipped art rooms and two kilns.
For full details please apply in writing to the Head, enclosing a curriculum vitae, the names of two referees and a s.a.e.
London Allowance £795 per annum.
Closing date 18.5.87.
We are an Equal Opportunity Employer. (31774) 131218

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAM'S SCHOOL
Oxford Road, Thame, Oxon OX9 2AQ
(11-18 mixed comprehensive; 1850 in three federal schools; 250 in Sixth Form)
Required for September, Head of Art (Scale 3) temporary for one year due to secondment.
Please send foolscap S.A.E. to The Principal for further details and application form. (04888) 131218

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity employer)
RECTORY SCHOOL
Hanworth Road, Hampton, Middlesex TW12 3HB
(An 11-16 Mixed Comprehensive with a growing roll - currently 1040)
Required for September 1987, a HEAD OF MEDIA RESOURCES, SCALE 3 to lead a new development across the school. Initially the person appointed will participate in the planning and inauguration of a new resource centre. This is a new post designed to meet the needs of the school which has seen significant growth over the last 5 years and has taken part in a number of major national initiatives.
Further details can be obtained from the school.
Apply by letter and c.v. to the Headteacher at the school by Tuesday 19th May 1987. (43344) 131218

ROTHERHAM
METROPOLITAN BOROUGH
Rotherham is an equal opportunities employer
WATH COMPREHENSIVE SCHOOL
11-18 mixed. Approx. 1676 on roll. Approx. 170 in 6th form
Required for September, 1987, or earlier if possible.
HEAD OF ART - SCALE 3.
Head of Art and Design. The successful candidate will have wide experience and be capable of teaching through to 'A' level.
Closing Date: 22nd May, 1987.
Curriculum Vitae and details of two persons for reference to the Head Teacher from whom further particulars are available.
G. Crane, Director of Personnel Resources. (43463) 131218

SUFFOLK
COUNTY COUNCIL
HADLEIGH HIGH SCHOOL
High Lands Road, Hadleigh IP7 5HU
Tel: Ipswich (0473) 823496
11-16 mixed comprehensive roll 727
Required September, 1987, HEAD OF ART, Scale 3, also required to have oversight of the HOME ECONOMICS and TEXTILES DEPARTMENT and syllabus co-ordination, resource allocation and development of these areas. Art is taught throughout the school to G.C.S.E. level.
Please telephone the Head for details or send s.a.e. and apply by letter with curriculum vitae and the names and addresses of two referees. (37328) 131218

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WOODCHURCH HIGH SCHOOL
Carr Bridge Road, Woodchurch, Birkenhead
(Co-educational, Comprehensive School of some 1200 pupils, 100 in the Sixth Form)
Required for 1st September, 1987 HEAD OF ART DEPARTMENT - SCALE 3. The person appointed will have good organisational ability, a keen interest in the promotion of the subject throughout the school and the wider field, together with the high standard of professional competence. The post is, without doubt a very challenging one in a school committed to move forward on the curriculum front, particularly in the area of T.V.E.I. extension.
Application forms and further details available from the Headmaster of the school (s.a.e. please), to whom completed forms should be returned by Monday 18th May, 1987.

HILBRE SECONDARY SCHOOL
Frankby Road, West Kirkby, Wirral
(11-18 Secondary Modern School, 775 pupils on roll)
Required for September, 1987 HEAD OF ART - SCALE 3.
The person appointed will be expected to develop a multi media approach and integration with other creative subject areas.
Apply by letter enclosing full curriculum vitae and the names and addresses of two referees to the Headteacher as soon as possible. (31552) 131218

Scale 2 Posts and above

ESSEX
EPPING FOREST HIGH SCHOOL
Borders Lane, Loughton IG10 3SD
Tel: 01-508 4080
(Roll 1,050, 11-18 years)
TEACHER OF CERAMICS
Scale 2 temporary
Required to cover one year's secondment and join a strong multi-disciplinary Art and Design Department.
Letter of application to Headteacher of School, together with foolscap sae, curriculum vitae and names of two referees. (43363) 131220

LINCOLNSHIRE
THE CENTRAL SCHOOL
Rushcliffe Road, Grantham NG31 8ED
(Group 9 - Roll 580)
Required for September, Assistant Teacher to take charge of Art Teaching throughout the school. (Scale 2 available for suitably experienced candidate). The school, opened in 1978, has excellent facilities. The successful applicant will work within the C.D.T. Dept. and will be required to teach to GCSE level.
SAE to Head for form and details. Closing date: 23.5.87. (31647) 131220

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 day boys aged 11 to 18 - 200 in 6th Form)
Required in September, a well-qualified Graduate to teach ART throughout the school, up to and including A Level. Salary: 'Baker' plus, Equivalent of Burnham Scale 2 available for appropriately qualified and experienced candidate.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be sent by 22nd June to the Headmaster (Art), The Royal Grammar School, High Street, Guildford GU1 3BB, from whom further details are available. (37010) 131220

Scale 1 Posts

EAST SUSSEX
BEACON SCHOOL
East Beeches Road, Crowborough TN6 2AS
Comprehensive mixed, 11 - 18. roll: 1900
From September: well qualified Teacher of Art (Scale 1) with special interest and ability in the teaching of Photography in the 6th form. Successful candidate will have the opportunity to teach across the age range.
Relocation grants in approved cases.
Application forms and further details (s.a.e. please) from the Head Teacher. (31792) 131222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
CLARE PARK SCHOOL
Clare Park, Beech Road, East Malling, Kent ME19 6DH
A well qualified and enthusiastic part-time (0.5) Teacher of Graphics for Sept. 87 with interest in the development of Computer Graphics, Printmaking and Photography. Applicants should have energy, creative imagination and practical ability to teach effectively throughout school and assume responsibility for Graphics area within Art Dept. An awareness of modern trends in Design Education and interest in the full range of Graphics techniques important.
Apply to Head Teacher with cv and two referees (SAE). (43490) 131222

NORTHAMPTONSHIRE
CORBY KINGSWOOD SCHOOL
Gainsborough Road, Corby, Northants. NN18 9NS
Required for September 1987.
An enthusiastic Art teacher, to work within a Creative Arts Faculty. An ability to make some contribution to the teaching of either sculpture or music or dance or drama, or an interest in developing cross-curricular links between one of these and 2D Art, would be particularly welcome.
Kingswood is a 6 f.e. 11-18 comprehensive school of 950 pupils, and is pleasantly situated on the outskirts of the town.
Further details and application form may be obtained from the Headmaster (SAE please).

NORTHAMPTON SCHOOL FOR GIRLS
Spinney Hill Road, Northampton NN3 1DG
No. on Roll: 830, No. in Sixth form: 92
Required for September 1987, a full-time teacher of Art and Design specialising in textiles (Scale 1) at this Upper Comprehensive School for Girls - 13-18 years.
The department is housed in excellent purpose built accommodation and has a long tradition of success in a wide range of practical and aesthetic subjects.
Further details and application form available from the Headmistress (SAE please).

WELLINGBOROUGH WRENN SCHOOL
London Road, Wellingborough, Northants. NN8 2DQ
ART SCALE 1
Required for September 1987 for this 11-18 mixed Comprehensive School, a permanent full-time teacher of Art (Scale 1).
We are looking for a specialist in print-making with an ability to offer textiles and photography.
The Art department operates as part of the Design Faculty of seven teachers in an excellent purpose built suite of rooms.
The school is involved in TVEI, the 14-16 Curriculum Project, and the Record of Achievement Project. The post offers an exciting opportunity in a forward looking environment.
Applications should be made on a form available from the Headmaster at the school (s.a.e. please).
Closing date for all the above posts two weeks after the appearance of this advertisment.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (43398) 131222

SHROPSHIRE
WILLIAM BROOKES SCHOOL
Farley Road, Much Wenlock, Shropshire TF13 6NB
Tel: Telford 727606
11-18 Mixed Comprehensive School
Required for September 1987, Temporary, Full-time Scale 1 Teacher of Art, to take responsibility for 3 dimensional work in this rural comprehensive school.
The dept. is well equipped, sited and successful. Temporary for one year in the first instance.
Application forms and details from the Head (SAE required). (43505) 131222

SURREY
THE GROVE SCHOOL
Hindhead (270 girls 5 - 18)
Required for September 1987 a well qualified teacher of ART AND DESIGN to teach throughout the Senior School to G.C.S.E. and G.C.E. 'A' level.
Married candidates willing to accept residential responsibility for a small Sixth Form Boarding House would be particularly welcome, but this is not essential.
Letters of application, together with a curriculum vitae and the names of two referees to, the Headmaster. (05581) 131222

Careers

Heads of Department

LONDON SW1
GREY COAT HOSPITAL
Greycoat Place, Westminster
Voluntary-Aided Church of England Split-Site Comprehensive School (900 girls 11-18 years)
Required for September, 1987 Scale 4 Head of Careers. Enthusiastic teacher required for this challenging post. A commitment to Business Studies and CPVE is essential and strengths in other subject areas should be stated.
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Closing date for applications Friday, 15th May 1987.
Director of Educational Services. (31599) 131618

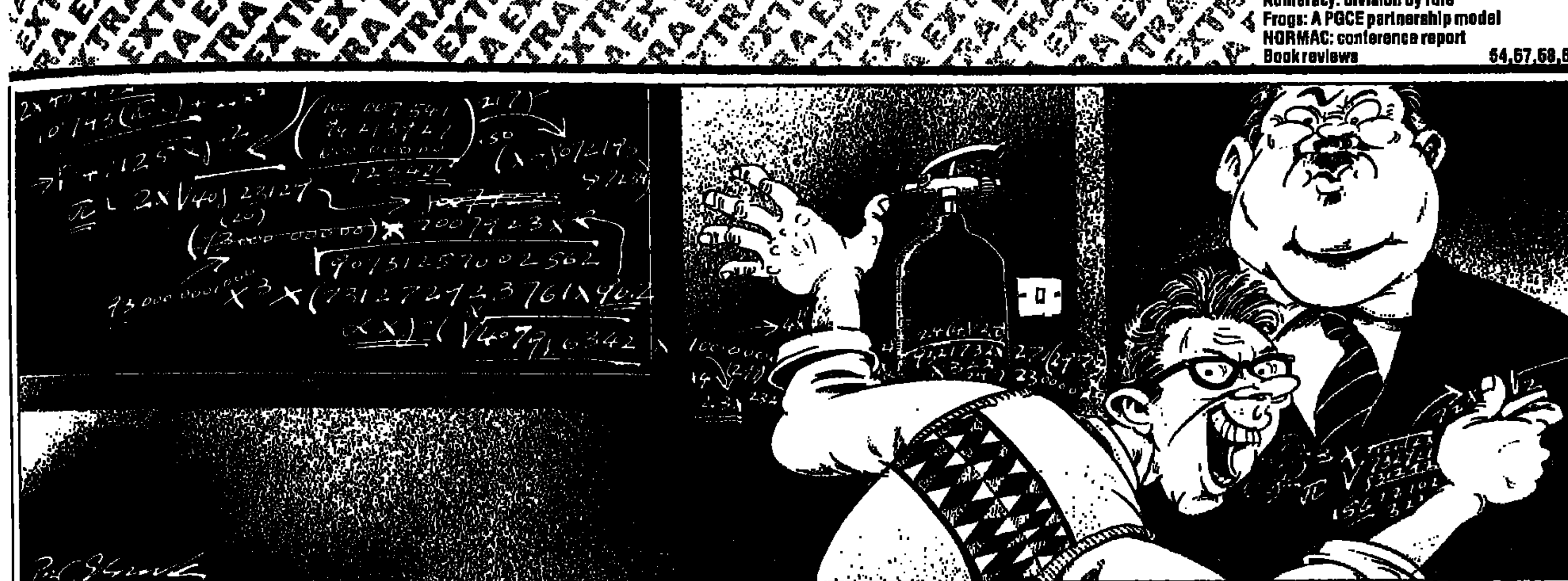
Scale 1 Posts

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Tel: 0689 20101
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Scale 1 plus £795 London Allowance.
Details/application forms from and returnable to the Headteacher (large SAE please) by 19th May, 1987. (04855) 131618



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Thoughts on the changing status of school mathematics

Clues without solutions

KEITH HEDGER

The majority of mathematics teachers have for some time needed little convincing about the poverty of an approach which has largely depended on the possession of a stick of chalk and a loud voice for its effectiveness. Cockcroft suggested a re-appraisal of both the content and methodology of the mathematics curriculum for clientele no longer willing to be coaxed into submissive acquiescence by the promise of more fertile employment possibilities. Things were changing and many felt that the new GCSE assessment techniques would provide a non-optional setting which allowed flexible teaching and learning approaches, give full expression to individual enthusiasms and provide the nation with the mathematicians and problem-solvers it craved. Thus the opportunity arrived for teachers to work with pupils and each other to identify activities and approaches which stimulated enthusiasm and mobilized mathematical ability, awareness and confidence.

It was self-evident that this would be inconsistent with some previous practice and that the new methodology would require nothing less than the inversion of an approach which offered the "solution" as the prior stimulus to a period of intensive practice.

Rather an approach was required which would offer students a regular practical and interactive experience – the "clues" of the title – leading to the development of owned "solutions" or "results" capable of being applied in a variety of appropriate circumstances.

Some time ago I talked to a 15-year-old student who was working on a problem called "MaxBox". This involved him in calculating the various volumes of the open box formed when different size squares were removed from the corners of a 20cm square of card. (See Fig 1 below)

At the time of our conversation, he'd been working on the problem for the best part of a week and had produced a table of results. This process enabled him to identify a square cut of 3cms as being the likeliest candidate for the maximum producible volume. Not wanting to interrupt the flow of his friend's attempt at a totally different activity, he had sat passively contemplating his next move for some time.

It was clear that his teacher had been unable to offer substantive help given the frequency and variety of student requests under which he was sinking. The totally individualized workcard approach left the teacher unable to sensibly address the whole class, or even groups within it, and pupils were denied the opportunity of consulting an interested peer. On this occasion, the lad had to make do with me. "What do all these figures mean?" I asked. He explained the problem. "And do you notice anything from the table?"

He seemed somewhat perplexed that the table of values could, in some way, be related to a worthwhile extension of the problem in hand. We gravitated towards the possibility of an even bigger "Box-Volume" for a non-integer square cut and chanced the conjecture that it was most likely to lie between 3 and 4cms in size. "Where from here?" I asked.

He thought he ought to try and find a volume for a square cut of 3.5cms but baulked because "I've not been shown how to work out problems like that". When I asked him how he'd produced the values in the table he squeezed his eyes, aimed his forehead at the heavens and recited an incantation: "You double the number, take it from 20, times it by itself and times it by the first number you had" but was stumped when asked why. It was hardly surprising to find that his experience had not yet encompassed the construction of boxes from the nets he'd designed and that the activity had left him demoralized and uninterested.

That such a potentially creative activity should have been so diminished in the manner of its presentation was frustrating.

In a second session I was able to see a teacher present the essence of the problem to a whole class. He solicited responses, identified through them a range of methods of approach and energetically helped to create an intensive, busy and productive atmosphere with students moving easily from working in groups or pairs, to individual enquiry and back again. Perhaps the most significant feature was the collective investment in the problem and the immediacy of the widespread requests for card, scissors and glue. Some questions and further lines of enquiry developed as the initial problem neared solution and submerged from view:

(i) Why "square" cuts from the corners? What other shapes will do?
(ii) How can you evaluate the volume of the figures formed?
(iii) Why impose restrictions at all?

For example, how might you calculate the volume when nothing at all has been removed? (See Fig 2 below)

(iv) What if the containers needed tops as well?

That the classes should approach a spontaneously imposed problem which sabotaged their normal syllabus with such conviction and energy spoke well for the attitude they had been encouraged to cultivate. That they benefited from the class introduction and from the opportunity to discuss the problem and their progress with peers was obvious. The presentation had the significant additional benefit of "freeing" the teacher to intervene as appropriate and occasionally involve the class in the sharing of insights. His contribution was thus efficient and effective.

It is important to recognize that this is an approach not merely restricted to the unusual or "investigative" topic but one which can apply across the whole of the mathematics curriculum. There is significant support for the notion that every mathematical topic is best introduced and extended through the sort of whole-class practical approach which allows students to develop a common stimulus at an idiosyncratic pace. The fact that the class are sharing a common theme legitimizes and provokes sensible discussion and the sharing of problems and insights. The "ideal" of collective struggle needs not to be illusory and stimulated in this way, the majority of students will learn to recognize the essence of mathematical enquiry, develop confidence in their ability and gain first-hand experience of what it is to "function as a mathematician". In this way "differentiation" becomes a function of outcome rather than a limitation which is superficially imposed by others making premature and inappropriate judgements about capability. Through their own endeavours, the students themselves make the decisions about how far they are able to extend a topic.

If staff are to be helped to develop the appropriate expertise and we are to succeed in making the subject more vital to the interests of the nation's pupils there are some obvious prerequisites – not all of which can be quickly implemented:

(i) Mathematics should be recognized as having assumed the status of a practical subject and it will need to be resourced accordingly. Not even the most gifted teacher can implement a practical approach if the equipment is not immediately available. Sufficient quantities will be required to meet the needs of pupils across the *full* secondary age and ability range, since those not actually doing the fourth/fifth year GCSE courses will still need to sample its demands and begin working in a consistent manner.

(ii) The days when the mathematics teacher feigned enthusiasm for the

continued

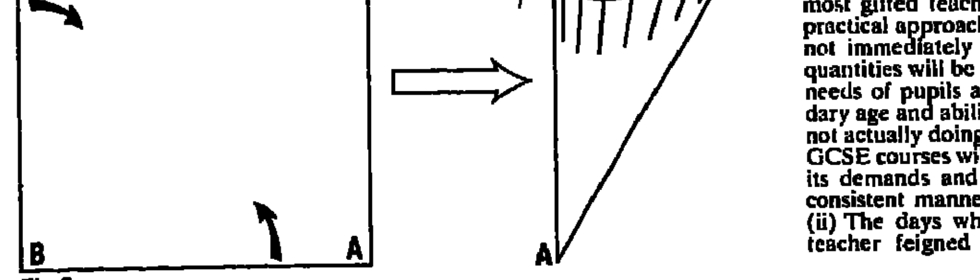


Fig 2

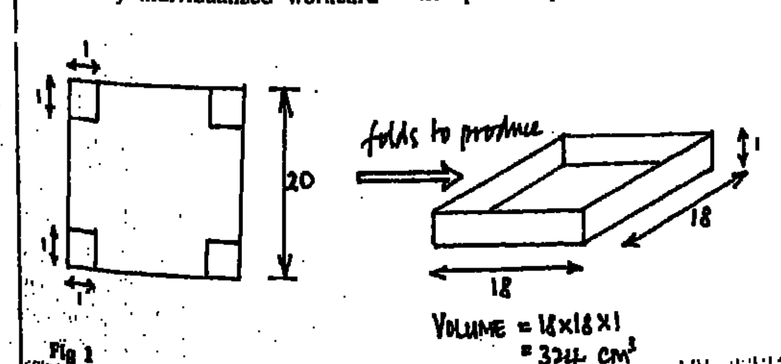


Fig 1

BUILDING SOCIETIES IN THE CLASSROOM IS MORE THAN A STATEMENT OF WHY WE'RE THERE!

It explains why the business community gets involved in schools-industry links.

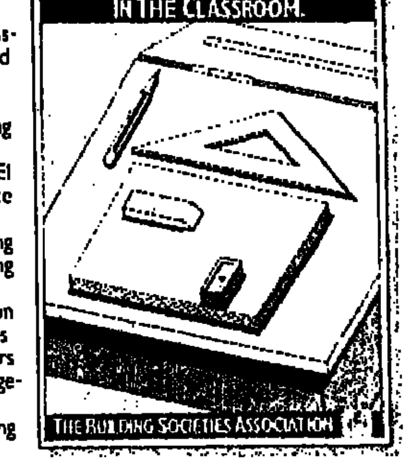
It describes how to build a successful partnership between education and industry.

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It shows the contribution building societies can make in preparing young people for adult life.

The Building Societies Association is committed to strengthening its ties with the education sector and offers teaching resources on money management, housing, communication skills and other topics relating to the Building Society industry. Free information

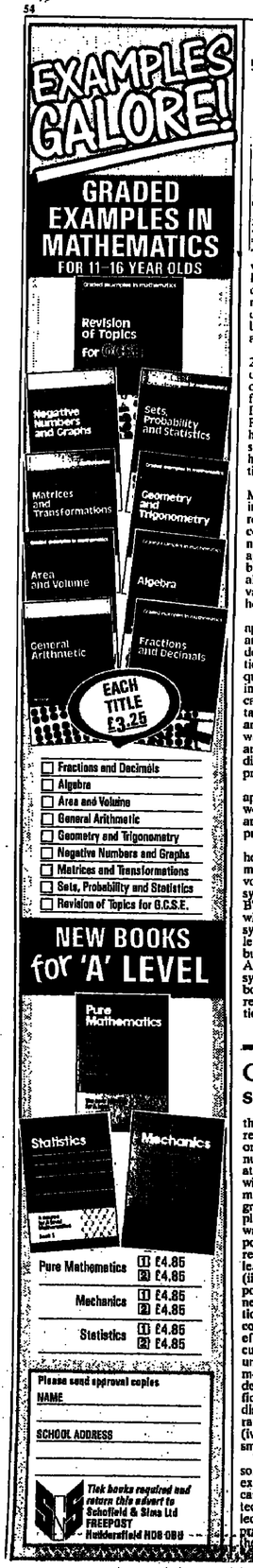


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TES/8/5

THE BUILDING SOCIETIES ASSOCIATION



EXTRA

New thrust

Mathematics Volume 1: Pure Mathematics. By I Dawbarn.
Penguin Masterstudies £3.95. 0 14 077107 7.
Examination Mathematics 1. By J Gillespie.
Pan Breakthrough series £3.95. 0 330 29120 3.

There may be deep philosophical as well as economic reasons encouraging leading paperback publishers to produce textbooks. Some surprise could, nevertheless, be evoked by the arrival of two specialist mathematical works, but there is a long tradition of lists with a general educational flavour.

Indeed, the account that marked the 21st anniversary, in 1956, of the advent of Penguin books was emphatic that one of the primary objectives of the firm was "building up a comprehensive Popular Educator". The reputation of Pelicans, already at a high peak then, has been maintained, and other series specifically for schools and colleges have been established from time to time.

Now, however, comes a new thrust. Masterstudies, designed as "stimulating companions to coursework and revision at advanced level". In the context of the first of two volumes on mathematics (and its companion on applied mathematics) advanced is to be interpreted as GCE A level. Here, all the common core material of the various examining boards is comprehensively set out.

Explanations of principles are of an appropriate standard; worked examples are explicitly helpful in their descriptions of techniques and applications; and there are good collections of questions from past papers. A full index of definitions and terms also carries page references, while a detailed contents list and a contents table are other useful aids enabling students working on their own to find their way around the book and to place the different parts of the subject in a proper relationship to one another.

All in all this is a commendable fresh approach to a range of work already well supplied with textbooks. There are few others, though, in the same price-bracket as this Penguin.

The Pan Breakthrough book is, however, also modestly priced, and much can be said in its favour. In volume one "nearly all the topics in syllabuses like RSA Stage 1 and BTEC-1 mathematics" are dealt with, while volume two will cover "the syllabuses of several popular GCE O level examinations, such as AEB syllabus C, London B361 and JMB syllabus A, as well as several pilot 16-plus syllabuses". It is also stated that the books take "full account of the criteria relating to the new GCSE examinations scheme".

It would be wrong to criticize this approach as one of "all things to all men", more particularly since the work satisfies my frequently expressed wish to see texts concerned with teaching mathematics as a subject of interest and value, and not designed merely as crammers for an examination.

Moreover, Breakthroughs are published in collaboration with the National Extension College, whose services have contributed to the "learning pattern" of the series. A prime target is obviously the student working on his or her own, or needing an aid to supplement whatever tuition is otherwise available. The explanatory notes, illustrative examples, and step-by-step practice provided, merit high praise.

The reader is addressed directly, and is thus personally involved with the work. There are many phrases of the type "see if you can translate these standard index form numbers into ordinary numbers", or "did that last question put you in a panic?" Good advice abounds, too. "Understanding is more important than speed," and "don't give up if you face problems." This work goes a long way to instil understanding and to help learners to overcome problems.

F W Kellaway

Clues without solutions

continued

thrice weekly trek off to a dimly-lit, refrigerated and porous demountable on the edge of the school campus are numbered. The need to have immediate access to a full range of equipment will mean that the mathematics accommodation should ideally comprise a grouped suite of rooms with complementary sets of materials to avoid wasteful duplication of the more expensive items. Furniture will need to reflect the practical nature of the learning process.

(iii) "Block" timetabling wherever possible would ensure maximum benefit from this grouped accommodation. Shared teaching opportunities continue to provide staff with the most effective stimulus to modifying their current practice. Shared experience is unambiguous. From it derives the most appropriate opportunity for the development of insights, the identification of problems and effective staff discussion. Teacher transformations rarely happen in its absence.

(iv) There is a particular need for smaller classes.

The gradual dimunition of the size of some subject option groups at the expense of the major curriculum areas cannot now continue. New assessment techniques demand an intimate knowledge of each pupil and the developing practical status of the subject evokes the intellectual health dual of the guarantees practical subjects advantageous staffing. Experience suggests that between 20 and 25 is the optimum size for the secondary class. The use of equipment, the promotion of discussion, the effective assessment of school-based work will scarcely blossom with groups any larger. Neither will sensitive mathematics teaching, if staff continue to be confronted with large groups, increasing pressures and diminishing resources.

Staff have no wish merely to act as the possessors of the new experience – disseminating previously selected parcels of content but lacking the opportunity interpose their sensitivity. The teachers are the most crucial resource. They require a supportive working environment more consistent with colleagues in other practical areas of the curriculum.

A national consequence of this might be a resurgence of the energy, commitment and enthusiasm which would prevent droves of relatively underpaid and over-burdened mathematics teachers seeking a future with the Tax Inspectorate or careers involving the manipulation of inanimate computer keys. It might, once again, naturally attract the high flier looking for a fascinating, rewarding and enjoyable career and create classrooms across the nation of interested and successful students benefiting from their mathematical studies.

I believe our children demand and deserve nothing less.

A new edition, in full colour, of Oliver & Boyd's "4 to 10 A Day" series by A L Griffiths has been written to meet Cockcroft recommendations and is carefully graded in both mathematics and reading ability. Prices £2.30 to £2.75 each. Answer books available.



IVX

Board based

GCSE Maths – Higher Level. By Jean Holderness.
Causeway Press £5.95. 0946 183 341.
GCSE Maths – Intermediate Level. By Jean Holderness.
Causeway Press £595. 0946 183 333.
Mathematics for GCSE: Book 1. By David Rayner.
Oxford University Press £3.50. 0 19 914245 9.

GCSE Maths – Higher Level and *GCSE Maths – Intermediate Level* by Jean Holderness are the first two of three books designed to cover the three levels of a GCSE mathematics course. The Foundation Level will be published later in the year. Each book is independent of the others and contains the whole of a one or two year course leading to the appropriate level of GCSE. They are based on the syllabuses of the four English examination boards plus the Welsh and Northern Ireland boards as published for use in 1988. At the beginning of the two volumes to hand there is a table listing those chapters in the book which contain topics not needed by a particular board. The books have a full-page format and are clearly printed, though the pages are full which is to be expected if the whole course is to be completely covered in a single volume of reasonable compass. The illustrations relate strictly to the text and are black and white fine drawings.

The Intermediate and Higher Level books follow the same pattern. Each starts with a short section addressed to the teacher and the Intermediate volume points out that the work follows the same order as the Higher Level book so that students will be able to transfer between courses. There is also a section at the beginning for students called "Learning Mathematics" which is the first of six sections directly addressed to them giving sound advice on "Independent work", "Improving your work", "Making plans for revision", "Learning formulae and practice exams" and "The examination". The first five chapters of each book contains work that the pupils will have already covered, the intension being to "review and consolidate the learning of former years". Decimals are not introduced until chapter five; this is done "to encourage more practice in mental arithmetic and in using fractions". Pupils are expected to have calculators though the author warns the teacher that "there is a danger on relying on them too much, and mental arithmetic suffers, so try to keep a balance."

After every five chapters there is a miscellaneous section which contains aural practice, a multi-choice exercise, revision exercises and suggestions for practical work and investigations. At the end of each chapter there are puzzles, for example, the Tower of Hanoi, replacing missing figures in calculations and replacing letters with numbers. Answers to the puzzles are not given on the grounds that their value would be lost "if the answers were too readily available". This will be a source of sad frustration to some. The author also tells the student that the sections are "clearly headed Puzzles so that you know that they are not part of your examination course" . . .

Considering the Higher Level book, I would query the need at this level to begin with a section on checking multiplication tables and on exercise on the "four rules" with whole numbers. This fits ill with the admonition at the end of the student's section on the opposite page to "get started and enjoy your Maths". Worked examples are given throughout the text but no proofs are offered of general results. For example, the quadratic equation formula is stated and then used in a worked example but no indication is given as to the derivation of the formula. Some teachers might take altogether which surely for Higher Level pupils would be indefensible. There are plenty of examples for the students to do and many suggestions for practical work and investigations – my house, pascals triangle, curves of pursuit and even the nine point circle which will bring back memories for some. The book appears to cover all the topics that would be needed at this level.

Intermediate Level has, beside the list of chapters at the beginning, a list of "Topics for Practical Work and Investigations" which is not included at the Higher Level. This is a very practical improvement. The Intermediate Level book starts to differ from its Higher Level counterpart at the end of chapter five where the percentages, profit and loss, simple and compound interest are moved to a separate, later chapter. Many of the puzzles, practical work and investigations are the same as the Higher Level book. Nevertheless, it would be a mistake to think the two books interchangeable since there are obviously fewer topics in the Intermediate Level book. Where the books do have topics in common I could not detect a difference in treatment, the language used, for example, was the same; in fact in trigonometry the pages on the sine, cosine and tangent ratio were identical.

Altogether these are a sound, thorough and workmanlike texts which have the feel of a traditional text with the aural tests, practical work, investigations and puzzles added in. In the hands of a teacher prepared to make up the deficiences in terms of explanations as opposed to worked examples these are good examination books.

Mathematics for GCSE Book 1 is the first of a two-book course to be used in the two or three years preceding the examination. There will also be a teacher's book to complete the set. The books are to cover all the topics in List 1 and 2 of the National Criteria, the syllabuses of the four English examining groups and of the Welsh Joint Education Committee. Book 1 is printed mainly in a double column format and without colour; there are line diagrams relevant to the text and line drawings; there are also cartoons at each chapter heading which have some connection with the text. The books are intended for "the majority of secondary school pupils attempting the GCSE in mathematics . . .". The questions in the exercises cover all abilities and are graded in difficulty but without any other indication of their level. Each exercise is preceded by one or more worked examples but with very little or no supporting text. There are plenty of questions for the children to answer, for example, there are two exercises on collecting like terms which have 70 questions between them.

Book 1 has three sections called "Think about it" which contain "projects", for example, pentominoes and the Tower of Hanoi (again!). There is a section with 11 mental arithmetic tests which are to be read out to the children. These texts are printed in the book so that the children may check their work afterwards. Book 1 is a collection of exercises which needs to have life breathed into it by the teacher. Rules are stated without explanation, for example "Multiplying and dividing with negative numbers (a) When the signs are the same, the answer is positive, (b) When the signs are different, the answer is negative."

This seems a sad reversion when one considers the efforts that textbooks in the Sixties made to clarify ideas about directed numbers (SMP and Skemp *Understanding Mathematics* for example. However, perhaps judgements on such points should be withheld until the teacher's book is available.

This newsletter has been inserted at the expense of the School Mathematics Project and Cambridge University Press to keep teachers and others involved in mathematics education abreast of the Project's activities.

8th May 1987 No.26

smp news

SMP 11-16

Development Officer Appointed

The SMP has appointed a second development officer. He is Mr Tony Burghall, currently Head of Mathematics at Woodbridge High School in Essex and co-ordinator of the Redbridge User Group.

Mr Burghall was born in Chester, educated in Yorkshire and at Newcastle University, and has previously worked in Manchester and Derbyshire. He will be based in Sheffield and starts with SMP on 1 September.

SMP 11-16 National Courses

General Course
Leicester University 6-10 July 1987

Accreditation Course
Leicester University 6-8 July 1987

The general course has been designed to cover a variety of in-service needs. The first half of the course (from Monday lunchtime to Wednesday lunchtime) will concentrate on Years 1 and 2; the second half (from Wednesday lunchtime to Friday lunchtime) will concentrate on Years 3, 4 and 5.

It is possible to attend either or both halves. The second half could be attended after the Accreditation course.

For further details and application forms write to the SMP Office.

Graduated Assessment Scheme

There are now nearly 800 Accredited teachers for this scheme and about 600 schools have entered candidates for 1988, the first fully operational year.

SMP, through the Midland Examining Group, has made a formal proposal to the Secondary Examinations Council to link the Graduated Assessment Scheme with the Foundation level of GCSE. Work on this proposal is going ahead as rapidly as possible.



A pupil at Woolston Comprehensive School taking a Stage 1 Practical test

SMP 16-19

Early developments

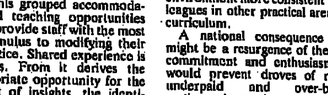
SMP 16-19 is a long-term project to reform sixth-form mathematics. It is of considerable importance for our future as an advanced industrial nation that the accessibility of A-level mathematics courses should be greatly increased.

Working groups have already been constituted in the areas of Case-studies/comprehensions, Mechanics, Statistics, Calculus, Graph-sketching and Functions. In addition, valuable links are being forged with other groups involved in curriculum development in the sixth form.

Currently, over fifty teachers are actively involved in regular group meetings and many more are peripherally involved with the project. Very brief comments on just a few of the issues being discussed in these groups are given in these columns.

Format of material

The typical text book cycle



is certainly not envisaged for SMP 16-19. A variety of approaches will be used, but a typical pattern might be to develop theory in the drawing together of various pupil experiences, the whole topic area having been introduced by means of a realistic problem. The traditional worked examples and exercises would then form part of an applications section.

The experience would include such things as practicals, investigations and case-studies. The provision, or otherwise, of full commentaries for these has a bearing upon perceptions of the teacher's role. Readers might like to comment upon the idea of detailed commentaries being available, which could be photocopied and distributed to pupils if and when the teacher feels this to be appropriate.

Content and assessment

The coursework aspects of SMP 16-19 will be integrated into the course and will be largely geared to syllabus content. Nevertheless, considerably greater time will be spent on developing topics than is typically the case at present. An important task for each of the initial working groups is to carefully assess the teaching time needed for a thorough treatment of their material.

Every effort will be taken to ensure that the SMP 16-19 syllabus is not so full as to frustrate our aim of facilitating changes in sixth-form learning styles! It is similarly crucial that methods of assessment should also fully support this aim. What forms of assessment do you wish to see being developed within SMP 16-19?

Leicester conference

The University of Leicester School of Education, in conjunction with the School Mathematics Project, is organising a conference from 24-26 July 1987 on A-level mathematics. This meeting will provide a forum for debate concerning aims and content, before SMP 16-19 becomes committed to any one course of action.

Most residential places have now been filled but teachers in the Leicester area can obtain further information from Mrs Susan Hemmings, University of Leicester School of Education, 21 University Road, Leicester, LE1 7RF. Telephone 0533 523717 between 9.30 am and 2.30 pm.

Any comments on A-level reform should be sent to the Project Director, Stan Dolan, at the SMP Office.

Twenty-fifth anniversary

SMP celebrated its first 25 years with a buffet lunch in London in October 1986. About 200 guests attended, including three of the original four founders (see photo) and over 150 of the teachers who have contributed to the Project over the years.

The SMP has published *Challenges and responses in mathematics*, edited by Geoffrey Howson, to celebrate its silver jubilee. This volume of essays on different aspects of SMP's work should be of interest to all concerned with curriculum development. (It is available from Cambridge University Press, price £5.95, ISBN 0 521 33556 6.)



Left to right: Dr Margyn Cundy, Sir Bryan Thwaites and Douglas Quadling (Tom Jones was unable to attend)

SMP Limited Grade A-level

SMP is proposing the idea of a limited grade A-level in mathematics. The proposal, which has been circulated to all centres who are entering candidates for SMP A-level, is to offer a reduced syllabus, consisting of approximately 80% of the full syllabus, but including the Interboard A-level core. Candidates for the 'limited grade' will sit the same Paper 1 as 'unlimited grade' candidates, but an alternative Paper 2, in which D grade candidates will be expected to score over 60% of the marks available.

Unlike AS level, it will be possible to teach students for this syllabus together with students of the full A-level syllabus, as decisions on the level of entry can be deferred until well into the second year in the sixth form. The aim is to provide an assessment for D and E candidates which, unlike the present A-level, gives them the opportunity to demonstrate what they know and can achieve in mathematics, and consequently encourage more to last the A-level course.

Did you know that over 70% of the students who gain a B grade at O-level get a D, E or Fail at A-level – and we all know what that means in terms of marks achieved in the final examinations! No wonder pupils lose faith in their ability to do mathematics.

Full details of this proposal are available from the SMP Office, on receipt of a stamped addressed A5 envelope.

Project Grants 1987

SMP Project Grants have been awarded to Southway School, Plymouth, for the development of a profiling scheme based on SMP 11-16, and to Meols Cop High School, Southport, for development of low attainers' material.

Applications for grants for 1988 should be submitted by December of this year.

MEG SMP Mode 2 Coursework Option

About 25 schools have entered candidates for this option in 1988. In March, SMP held a series of regional in-service meetings for these schools, and for schools known to be entering candidates in 1989. Further meetings are planned. It is also hoped to produce a newsletter and an INSET pack based on the experiences of schools so far.

The assessment form for projects has been revised, and is now accompanied by a more comprehensive teacher's guide. Copies can be obtained from the SMP Office on receipt of a stamped addressed A5 envelope.

The most experimental feature of the scheme is oral testing in the form of one-to-one interviews. The first operational test is in the process of development, and will be sent to schools by MEG this summer.

Forthcoming publications

SMP New Numbered Books

New Book 2 Part 1	June 1987
New Book 2 Part 2	late 1987

SMP 11-16

Book Y5	May 1987
Teacher's Guide to Y5	June 1987
Book R3	June 1987
Teacher's Guide to R3	July 1987
Book B5	July 1987
Teacher's Guide to B5	August 1987
Book G7	July 1987
Teacher's Guide to G7	August 1987
Book G8	late 1987
Teacher's Guide to G8	late 1987
Worksheet Masters for:	
Books B5, R3 and Y5	May 1987
Books G7 and G8	July 1987

Further Mathematics series

Statistics and Probability	May 1987
Linear Algebra and Geometry	early 1988

Useful Addresses

For general enquiries and GCE syllabuses:
SMP Office
University of Southampton
SOUTHAMPTON SO9 5NH
Tel: 0703 559122 ext 3686

For information on GCE entry and the Graduated Assessment Scheme:
Oxford and Cambridge Board
10 Trumpington Street
CAMBRIDGE CB2 1QB
Tel: 0223 64326

For past GCE examination papers:
Oxford and Cambridge Board
Elsfield Way
OXFORD OX2 8EP
Tel: 0865 54421

For details of SMP publications:
Cambridge University Press
The Edinburgh Building
Shaftesbury Road
CAMBRIDGE CB2 2RU
Tel: 0223 312393

For GCSE enquiries:
Contact either your local board or
University of Cambridge Local Examinations Syndicate
Syndicate Buildings
1 Hills Road
CAMBRIDGE CB1 2EU
Tel: 0223 61111

EXTRA

Alternative Mathematics Project

Putting it practically

DAVID HOBBS ● DAVID BURGHES ● DUDLEY KENNETT

Alternative Mathematics is a new GCSE course currently being developed, for years four and five of secondary education, at the Centre for Innovation in Mathematics Teaching at Exeter University. Initial funding for the project has been given by the Industry/Education Unit (Department of Trade and Industry).

Unlike most GCSE mathematics courses, which are presented according to mathematical topics, Alternative Mathematics is presented through applications and interest topics and organized into five themes:

- Business and commerce
- Environment
- Science and technology
- Design
- Leisure and recreation

The course will meet the aims stated in the National Criteria for mathematics, with a particular emphasis on an enquiry-based approach, encouraging imagination and creativity. The material will involve practical work, applications, investigations and problem solving, while providing opportunities for pupils to gain confidence in using and applying mathematical ideas.

The course will be available at three levels. The mathematical content of Level 1 (GCSE target grades E, F, G) corresponds to List 1 of the National Criteria, Level 2 (GCSE target grades C, D, E) to List 2 of the National Criteria, while Level 3 (GCSE target grades A, B, C) will include the mathematical topics found in other syllabuses. Coursework will be an integral part of the material, taking up 50 per cent of the overall assessment. (See Fig 1 below).

The first trial version of Alternative Mathematics will start in September 1988, with the final assessment in June 1990, and we hope the course will be available nationally in September 1990. We already have a number of volunteers for trial schools in the South West and we intend to set up pilot groups in other parts of the country.

Materials

Each of the five blocks will include the following components:

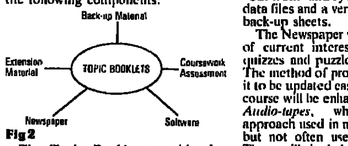


Fig 2

The Topic Booklets provide the main teaching material. They will be context-based and will be written at each of the three assessment levels.

The Back-up Materials are intended for use as necessary when difficulties arise with the topic booklets. For example, although most of the topics in lists 1 and 2 will have been covered in years one to three, students will need reminders about basic ideas such as percentages. The back-up sheets will also contain practice exercises on topics from the booklets.

The Extension Material will provide additional material going beyond that in the topic booklets. In particular, there will be provision for the ablest students at Level 3.

The Coursework Assessment Material consists of: extended structured questions; short problems for investigation; longer term projects; oral tests.

The Software will enable microcomputers to be used as aids in learning and teaching mathematics. It will contain simulations and investigations for use by the teacher from "out-front" and by individual children, data files and a version of some of the back-up sheets.

The Newspaper will contain articles of current interest, advertisements, quizzes and puzzles in a lively style. The method of production will enable it to be updated easily. In addition the course will be enhanced by the use of: *Audio-tapes*, which exploit an approach used in many other subjects but not often used in mathematics. They will include conversations in context, radio-style programmes, simulated discussions.

Video, which is used in many other school subjects, but rarely in mathematics. Material relevant to mathematics is already available through television and film libraries. It is intended that further videos will be produced to accompany the course.

Interactive Video, which exploits the potential of video discs (instant access to clear picture frames with two voice tracks) and computers (animation and feedback) into one powerful system for teaching and learning.

Another project at the Centre is currently developing the first British



IV disc for mathematics teaching, in which students organize and run a disco. We anticipate that this will prove a valuable resource for the Business and Commerce module, and we hope that further discs will be developed for the other blocks.

Style of the Material

The intention of Alternative Mathematics is to produce material which shows that mathematics is about something (see Cockcroft Report, paragraph 462) and that furthermore, it involves discussion and practical work. The teacher plays a crucial role in this. The Alternative Mathematics course will not run without a teacher! Thus, for example, in a draft unit at Level 1 on the Postal Service, an initial discussion is suggested about how a letter gets from the sender to its destination. This can lead to points such as: where are local post boxes sited? how are collection routes planned? how are post codes allocated? how is mail sorted using post codes? all involving potentially rich mathematical ideas. The unit includes practical activities such as weighing letters and parcels to find the postage costs, having first estimated their weights. It also includes suggestions for problem solving and investigations for coursework assessment such as designing a book of stamps and carrying out a survey to check the Post Office claim that 90 per cent of first class letters are delivered within a day of posting. Again, in a unit of Money Management at Level 1, the main mathematical idea is that of percentage. This is presented through discussion situations to which 15 and 16-year-olds can relate, and at the end of it pupils produce a file of coursework which they can take pride in.

We hope that Alternative Mathematics will provide a new way forward for mathematics teaching in secondary schools that will help students (whatever their ability) to reach their mathematical potential. We also hope that the modular nature of the initiative will encourage joint teaching between mathematics and other subjects. Particular blocks might well be appropriate for other GCSE courses, or for curriculum structures being developed through TVEI or CPVE.

Above all, we hope that, by providing the motivation for topics, we will enable students to enjoy their mathematics at school, reaching their mathematical potential and gaining confidence in their ability to use and apply mathematics in a variety of situations.

David Hobbs is project co-ordinator for Alternative Mathematics. David Burghes is the director and Dudley Kennett the manager of the Centre for Innovation in Mathematics Teaching, Exeter University

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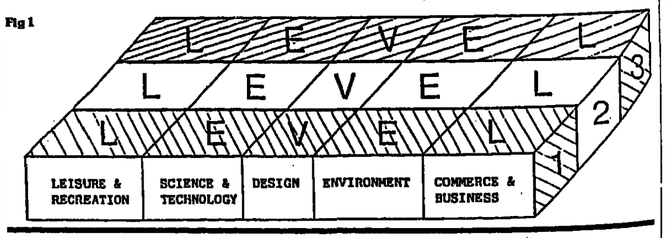
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Fig 1



Introducing ROMA

Building confidence

GRAHAM TAYAR

ROMA is not a romantic holiday encounter, nor yet a weekend in the Eternal City. It is the Southern Examining Group's "Record of Mathematical Achievement", which is being offered from Summer 1988 as a new and major contribution to school maths education. It will then be available all over the country.

ROMA has been designed and developed to help meet the Cockcroft targets of confidence and competence in both teaching and learning. Its roots lie in the worries that many teachers, parents and employers still have about the problems of mathematics underachievement in school. It is widely believed that although the new GCSE criteria go a long way towards meeting these concerns, they do not yet cater for the whole school population. ROMA is therefore intended primarily for students who might not be expected to do well in GCSE and yet need the confidence and experience of having succeeded on a maths course (though other more gifted students may also get a great deal from it). It is not in competition with GCSE maths but supplementary to it.

The philosophy behind ROMA is reinforcement and encouragement, a recipe for success rather than the traditional series of discouraging hurdles whose aim so often seems to be to trip up less confident candidates. It is based on Cockcroft and its design

mended skills and content, but in particular, anyone taking the course and achieving the ROMA certificate will have produced evidence of having:

1. Carried out an extended piece of work.
2. Used mathematics in a practical way, including designing and making.
3. Shown an investigative approach to learning mathematics.
4. Worked co-operatively with other pupils in addition to any necessary independent work.
5. Discussed mathematics with other pupils as well as with their teacher.

All this implies relevance, the understanding of the use and application of mathematics in everyday situations and the development of confidence – even pleasure – in being able to work and communicate with others. As long as the Cockcroft Foundation List is covered, there is no particular course required, indeed such i.e.a initiatives as the Kent School Leavers Numeracy Profile may form part of the evidence for ROMA. But all the activities and achievements are to be assessed during the course; only where teachers or i.e.a.s ask for it will an end-of-course examination be needed.

The certificate itself will not be graded but students will be able – indeed will be required – to present a portfolio of evidence to illustrate what they have done, and some schools and local authorities may want to add a detailed profile of mathematical skills achieved, though this is not required. Such evidence ought to be of considerable help to employers, many of whom are involved in the development of ROMA. Among others, the army and various hotel interests are represented; they see ROMA as possibly providing a more relevant and successful way of building confidence in the use of maths as a tool, and as a language.

BBC Radio for Schools and Colleges is to provide 10 supporting resource programmes, and the Open College and the BTEC/City and Guilds Joint Board are also interested in the project. For ROMA is, in effect, a quiet mathematical revolution, not a ghetto for low-ability students nor a rival to GCSE, but an opportunity for teachers to be involved creatively in finding ways of making maths meaningful and accessible even to students who may be frightened of it. For them, ROMA may provide not a record of failure and despair, but a positive and acceptable way of recording their personal mathematical achievements.

Further details of ROMA from Ivor Goddard, Southern Examining Group, 2-10 Mount Ephraim Road, Tunbridge Wells TN1 1EU tel: 0892 35311.

EXTRA

Manic cats and matrices

Getting on with Maths Book 3. By Derek Farmer.
Longman £3.50. 0 582 22464 0.
Understanding Mathematics 4. By C J Cox and D Bell.
John Murray £4.50. 0 7195 4302 9.
Teachers' book £15.

Getting on with Maths Book 3 is designed to complement the earlier two books in this series by offering a treatment of the "more advanced material required for the highest level of GCSE". It is presented in a style uniform with the earlier volumes: the exposition is minimal, there are many worked examples and subsequent sets of imitative exercises, and the "rules-of-the-game" are summarized in bold, boxed sections of text, accompanied by the same five cartoons of the ubiquitous manic cat(?) familiar from Books 1 and 2.

There is again a wide divergence in the accuracy and/or helpfulness of these "rules". For example, on p76 we find "Remember that whenever both sides of an inequality are multiplied or divided by a negative number, the inequality sign must be reversed to maintain the truth of the statement", (reasonable enough) but two pages on find "the modulus of x is *given by* the symbol $|x|$. It means take the *numerical part of x only*, in other words, always take x as being positive" (my italics). One wonders what sense pupils might make of the latter: what disturbs me is that there's no hint of "mod" as the "distance-from-origin-function" which makes the extension to the two and three-dimensional cases so obvious.

It is a pity that these sorts of considerations can be applied to rather too many sections of this text. The main topics covered are Algebra (to formula inversion, quadratic solution, proportionality), Trigonometry (to sine and cosine rules), Functions and Graphs, Inequalities and Linear Programming, Matrices and Transformations, and Statistics. The final pair of chapters have a "bolt-on" feel to them and concern Calculus and Groups.

What is impressive is the wide range and sheer quantity of exercises that the book provides and as such it would constitute a useful basis for supervised revision, providing the manic cat and his accompanying pearls of wisdom are not taken too seriously. However, the cut-and-dried, take-it-or-leave-it, *content*-dominated style of the text seems at odds with the more *process*-orientated intentions of GCSE, which leads one to worry whether it's going to be a case, in many classrooms, essentially of *plus ça change*? Finally, I can't resist quoting from the single page titled "The Real Number System" (p135) where we find "√5 is irrational. Two equal numbers *do not* exist such that when multiplied together they make 5 . . . It cannot be expressed as a vulgar fraction since in reality there are an undefined number of decimal places in the answer" (author's italics). But then we know that pupils never read the text anyway, don't we?

Understanding Mathematics 4 is the first of a two-volume Certificate course which follows on from the earlier Foundation Course books in this series, and is also aimed at students preparing for GCSE mathematics. It is claimed that this book "offers complete cover of level 2 requirements", and that the findings of the Concepts in Secondary Mathematics and Science project based at Chelsea College have informed the writing, in that the difficulty incline in the exercises is less steep than that of other texts.

There are 32 "Topics", many of which start off with a "You need to know" and "Test yourself" revision section. The text is well presented in two colours, with good diagrams and a sprinkling of photographs. Constructive use of the calculator is strongly encouraged and many sections of the texts are accompanied by more or less machine independent key-stroke sequences. In addition there are four special "Using your calculator" sections focusing on contextualized mathematics via topics such as "M. Eiffel's Marvellous Tower" and "Wildlife in Peril". Several quite long BASIC programs (with machine variants) are provided at appropriate points within the exercises as *faits-accomplis*, so the investigative mathematical activity of devising an algorithm, and testing and implementing it, is unfortunately pre-empted.

So while some aspects of the text (the use of microtechnology) are wholly to be welcomed, there are others which are disturbingly familiar in reflecting practice which is archaic and retrogressive. I can see no educational value at this stage for instance, in pupils learning the quadratic formula by rote (it's even printed in words as "x equals minus b plus or minus . . . " etc) if the technique of completing the square has been adequately assimilated (p177), or being simply told the form of the (multiplicative) inverse of a 2×2 matrix (p86). The latter presents an ideal opportunity for an investigative exercise where pupils compare the entries of pairs of matrices which represent inverse transformations with, say, an initial restriction to isometries, then area-preserving transformations, etc. But no investigative work at all is attempted or suggested here or anywhere else in the text. Perhaps, as with Mr Farmer's book, it is another case of *plus ça change* . . .

I have one serious complaint about the use of the arrow symbol (→). This is confusingly used in several distinct ways, first as an identity function (eg $2(4 + d) \to 8 + 2n$(p11)), then as a conflation of a non-identity function and an "implies" sign as in $3 + 2 = 5 \to 3 = 5 - 2$ (p15) and finally in the context of flow-charts where on p47 you find $u = s - t$ represented as $s \to -t \to u$. In this last case there is no distinction between, on the one hand, the operator ($-t$), and on the other, the input/output pair (s, u).

It surprises me that publishers of the status of John Murray don't take more care over such matters. If they obtained adequate pre-publiction reviews (hardly a major expense in relation to the initial capital involved) we might avoid the situtions where generations of students are not only confused by texts whose symbolism is inconsistently used, but run the risk of picking up such bad usage themselves. But then again, silly me. I forgot . . . if they're only doing the exercises.

Neil Bibby



The maths master, by L Raven Hill. *The Windsor Magazine* 1906

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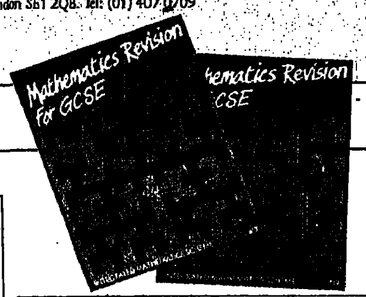
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EXTRA



Photos: Sally & Richard Greenhill

The curriculum playground is a very competitive place

Too much for too long?

DAVID PLAYFOOT

"... the content of many maths syllabuses could be reduced to allow more time for 'fundamentals'. At the same time the mathematics taught through other subjects should be investigated." This short extract from the lead article in *The TES* of April 3 refers to a report concerning the entry requirements for maths degree courses. To me it was a glimmer of recognition of a state of affairs that many of us who teach maths have recognized for some time.

Among the many uncertainties and conflicting claims about education today one thing is for sure: the maths curriculum has expanded in terms of content, skills, concepts and facts. I well remember working on translation vectors with a bright group of 11-year-olds and wondering at what stage of my own rather arid and academic education I had arrived at this concept; probably when I was about 15! Parents who are fortunate enough to attend a "maths evening" at their child's school are invariably amazed at the scope and level of development of the maths curriculum.

Unfortunately this is not such good news as it sounds: HMI reports on primary and middle schools and research into attitudes to maths show another side of the coin. The Cockcroft Report, referring to a relatively recent study, said, "The extent to which the need to undertake even an apparently simple and straightforward piece of mathematics could induce feelings of anxiety, helplessness, fear and even guilt was, perhaps, the most striking feature of the study."

The great expansion does not appear to be working very well. Why not? One reason is the fact that it has not happened alone. Alongside the maths, we in primary and middle schools have seen increasing demands made upon time and resources in many other curriculum areas; science, computer studies, social and political education (what we used to call "projects"), CDT and so on. The curriculum playground has become a very competitive place. To add to the fray we have the strange paradox of the HMI proposing "Areas of Experience" with the emphasis on cross-curricular links as a model of curriculum and then sending us a series of booklets which divide things up into everything from Home Economics to Mathematics – all of these applicable for the five to 16-age-range!

A second reason is the often unattainable models set by many schemes of work, published maths schemes and specialist advisers and inspectors. All too frequently the assumption seems to be made that teachers have an infinite amount of time to spend on developing their pupils' maths ability. Cockcroft, with admirable restraint, suggests between four and five hours specifically allocated to maths teaching in the primary school; what about all the other maths that arises or is planned in other subject areas? Sorry, that's not included. It is worth looking at your own time allocation and after taking off assemblies, TV programmes, a trip to the swimming pool, language development, art and craft etc etc one does begin to wonder how to fit it all in.

Mathematics from 5 to 16, one of the little booklets I referred to earlier, meets this problem head on with one of the most crucial statements on maths teaching for a long time: "The mathematics syllabus should be reduced for the majority of pupils and re-designed in order that they may cover it thoroughly with useful activities at each stage."

If we accept the need for some reduction for most of our pupils where do we start and what do we leave out? It is perhaps useful to start with some sort of overview of what we want maths to give our pupils. There are any number of lists of objectives and aims set out in recent publications; my particular favourite is in *Mathematics 5 – 11 A Handbook of Suggestions*. These are very detailed and I would suggest that the important ones come under the following four headings:

1. Communication
2. Maths for use as a life skill
3. Maths for fun
4. Confidence in maths

These are not, of course, discrete times and often in the reality of the classroom they will overlap.

If we start by seeing what we wish to communicate using maths it becomes very apparent that some areas of the conventional curriculum are already redundant. For example, to communicate the results of any given survey one may need a variety of skills and concepts but division of vulgar fractions is unlikely to be one of them! Relating maths to some sort of reality which is understandable to the children leads inevitably to a content that is more manageable. The increasing use of calculators in the primary school is, quite rightly undermining the need for the dulling repetition of pages of "sums".

Although technological change makes forecasting maths needs for the future a risky game some conceptual ideas are constants – that's one of the joys of maths. We should, therefore, be able to sort out the kinds of maths life skills children will require in the year 2000. Not only the areas (number, shape, measurement and graphical representation are enough to be going on with) but more importantly how deeply to go into each area. I would suggest that the increasing use of computers and calculators will diminish the amount of time spent on numeracy.

The enormous fun element in maths must not be squeezed out in the distillation process; it is a vital ingredient and an important aid to improving attitudes. It also helps in achieving the fourth aim of giving people confidence in maths. Here we can make a start by omitting much that is irrelevant to children's needs and experience and by developing an investigatory approach and using problem solving techniques which encourage thinking, support decision making and avoid closed answers for at least some of the time.

The present published maths schemes do little to help us in building such a framework, looking as they do over their shoulder at the "return to basics" lobby and by trying to be all things to all primary teachers. On the other hand the reality is that most schools lack the expertise, graphic designers and time to successfully devise their own schemes and materials, and carefully chosen published material often gives a vital spine of continuity to a school's maths programme.

What we need is a balance between what is acceptable and perceived as important to parents and governors, and the understandings of teachers and academics who have been researching and teaching maths over many years. Such an approach would hopefully include relevance, creative thinking and the enjoyment of pursuing problems to a conclusion. As the certainty of a central curriculum lurches towards us these issues become more than academic.

David Playfoot is headteacher at Uplands' Middle School, Sudbury, Suffolk.

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While the principles of many of the puzzles in the pair of *Mind Benders* are traditionally familiar, there are novel twists and settings which add an attractive touch. The fun aspect is prominent throughout. "Thinking is what it is all about: comprehension is at least as important as visual perception or mathematical knowledge" writes the compilor. He recommends "a common-sense practical approach" coupled with some logic and persistence. Certainly the problems generally require a little effort (sometimes more than that) but, for those who are ultimately defeated, solutions are provided in the final quarter of each book.

Representative of the contents are patterns, arrangements of cubes or of tiles, routes, distortions and transformations in the first book, and magic numbers, arrays of coins, logistics and probabilities in the other. The presentation is ingenious and colourful, and the whole should enliven and divert youngsters of all ages.

The young in heart will also enjoy the scholarly additions to the Oxford Recreations in Mathematics series. The manipulation of a set of blocks to meet a specified definition of format (often in a predetermined minimum of moves) has long been the basis of a variety of parlour games, elementary or complex.

Edward Hordern has collated the history of such puzzles alongside a collection of examples, and a splendid bibliography and set of references. It appears that about a century ago, a small square box containing 15 little square numbered blocks of wood intrigued, and exasperated, the world in the way that Rubik's cube was to do in more recent times.

The box had space for 16 blocks, so obviously one sector was empty. Starting with numbers one to 15 in a random numerical order, the solver had to slide them one at a time until they were in a proper sequence, one to four in the top row down to 13 to 15 and a blank space in the bottom.

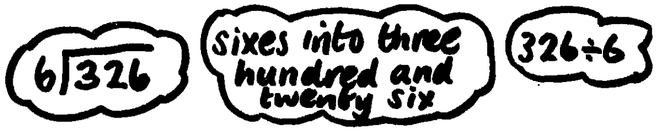
Variants on that theme have abounded ever since, and this book incorporates nearly 300 of them. Puzzles with uniform pieces, others with nonconvex pieces, some involving rotations in three dimensional settings, and "railway shunting" exercises are a selection of the types described. An envelope contains patterned pieces which can be used to set up the puzzles. Happily, solutions are also provided. This is a remarkable work, combining erudition and entertainment.

F W Kellaway

EXTRA

At least they wrote it somewhere!

The right tools for the job



IAN SUGARMAN

How would *you* solve this problem? Is that the method you were taught at school?

The head of a small rural school returned to her class recently after attending a course, to discover, to her horror, that the supply teacher had been "doing long division" with her upper Junior class. This, despite assertions made in 1982 by Cockcroft that such efforts were needless and a waste of children's time. She decided however, to investigate the effect of this instruction upon her fourth-year pupils. Offering the "sum" 6)326 to a group of seven, she left them to come up with an answer, through discussion, while a tape recorder monitored their progress. Their efforts make extremely interesting listening to anyone presently engaged in debating the value of continuing to train children to do sums by a particular method or routine.

The group's discussion centred almost exclusively upon establishing the correct routine (algorithm), that is, what to do with the marks made by pencil on paper. Only two contributions appeared to be directed at getting the group to focus on a strategy based upon a feeling for the two numbers concerned . . .

"... it's 6 into 6 . . ."

". . . it's 6 into 26 . . ."

Both of these proposals constituted non-standard methods of entry into the problem, and significantly, both were rejected by the group, labouring under the weight of recalling the routine "taught" them the previous week. The group became embroiled in arguments about half-remembered elements of a routine whose meaning was obscure at the time of teaching and even more so a week later. These were their attempts to come to terms with the problem:

"where do you put the 5?"

"the 5 goes above the . . . 2"

". . . no, you don't! You put the 5 there"

"the 5 goes exactly over the 6, doesn't it . . ?"

"Put it at the end . . . "

"You put the 6 there – 'cos that's what we did last time"

"at least we wrote it somewhere!"

"You put the 'remainder 2' there"

"6 goes into 6 one, and you put the one over the . . ."

At the point where they finally produced the incorrect answer "51 remainder 2" their teacher invited them to consider what apparatus might be of help. Significantly, while engaged in the fruitless attempts to recall the magic routine that avenue had not occurred to them.

The method then chosen, of laying Cuisenaire rods to the length of 326 and then counting the number of "six" rods needed to make that length, enabled them to discover the correct answer. Clearly, this rather long-winded approach is one that is not easily transportable. But at least it was "theirs" and was based upon their thinking about the composition of the two numbers concerned and the operation required to relate them. It also offered their teacher a practical means of helping them to develop the imagery necessary for a purely mental approach that is not dependent upon the memorization of a particular sequence of marks made by pencil on paper.

Much lip service has been paid to the need to build the foundations of mathematical thinking upon the manipulation of structured and non-structured equipment. Yet, my own observations and those of many other mathematics support teachers in other l.e.a.s with whom I have come into contact, leads me to believe that all too often, such equipment either simply does not exist in schools or has been consigned to the cupboard until it is brought out for some specific remedial purpose.

Many schools are now suffering the legacy of many years' starvation of funds. Following the visit of an advisory teacher, it is the rule rather than the exception that a school is left with a recommended shopping list of essential items of equipment that runs into several hundreds of pounds. The situation has only been exacerbated by the proliferation of commercial mathematics schemes which are enormously expensive and whose purchase has tended to take priority over the provision of suitable equipment. Sadly, the only contact most children have had with essential items of mathematical equipment is through the drawings and photographs of them on the pages of their scheme book or worksheet. Perhaps we should not be too surprised when today's primary schoolchildren seem to share their parents' view, that mathematics is "doing sums".

As I see it, the alternative to teaching children *how* to do sums is to offer them encouragement at the very earliest opportunity, to continue to develop their own informal, non-standard methods of computation. Faced with a "sum" for which they have not been taught a standardized routine for its solution, young children will often spontaneously generate a strategy based upon the present state of their awareness of the structure of number. Unfortunately, for those children who have been denied the opportunity to explore pattern and relationships in number they have only been offered an awareness that big numbers are just accumulations of "ones", and their non-standard methods are often long winded and fraught with the possibility of multiple errors. Occasionally though, the natural inventiveness and creativity which, I believe, lies undetected or under utilized (and frequently crushed) at school, asserts itself, allowing children to use their understanding rather than their memory, and then apply it to a new situation.

The School Curriculum Development Committee Prime Project is now engaged in monitoring the efforts of schools who have agreed to dispense with the teaching of specific standardized pencil and paper methods of calculation and offer children (from six-years-old) free access to calculators. Those people who have long been arguing for a more open approach to the teaching of mathematics which fully acknowledges the inherently creative nature of mathematical activity, welcome the pocket calculator for two main reasons. It is both a liberating force and a revolutionary teaching aid. Not only does it free children from the need to spend large amounts of time memorizing and practising specific pencil and paper algorithms but it offers teachers a tremendously effective means of enabling children to carry out investigations into the structure of number. From this is gained a deeper understanding of mathematical processes but is also an activity enjoyable in its own right.

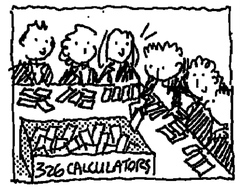
The availability of the pocket calculator together with the re-emphasis upon the vital role of structured apparatus such as Cuisenaire rods and Dienes blocks in helping to develop children's use of number bonds and relationships and their knowledge of place value will enable them, in response to 6)326 to:

produce an estimate of "about 50";

realize that this approximation is more than half way to giving them the exact answer;

interpret the number the calculator offers as the answer – 54.333333.

Ian Sugarman is an Education Support Grant advisory teacher for Primary Mathematics, Shropshire.



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EXTRA

Turtle power

Turtle Geometry: the computer as a medium for exploring mathematics. By Harold Abelson and Andrea diSessa. MIT Press £10.95. 0 262 51037 5.

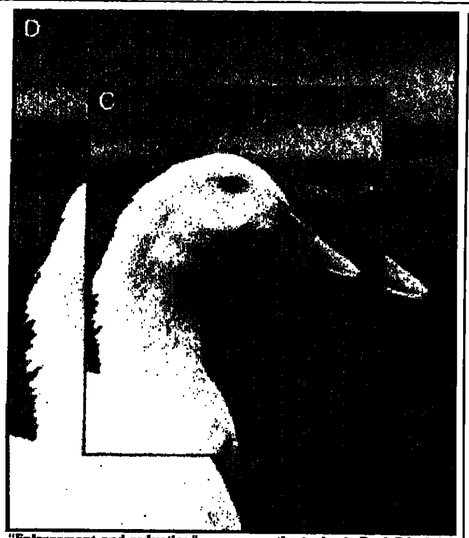
The increasing popularity of Logo as a programming language undoubtedly derives from the Turtle as much as from its power as a means of expressing computational ideas.

The notion of an object with only two essential components – its position and its heading – and the means to alter them (by moving FORWARD or RIGHT) endows the environment with a simplicity that has appealed to educationalists concerned with learners of all ages and from a variety of disciplines.

This simplicity has given rise to one of the many myths of Logo, namely that Turtle Geometry is essentially trivial (and incidentally, to a second – that non-trivial applications of Logo must be non-geometric). This book is a devastating assault on both fallacies. It is, as the authors say in their preface, "a computer-based introduction to geometry and advanced mathematics at the high school or undergraduate level".

It begins with the definition of a square, and ends with a simulation of general relativity. Yet despite its heady conclusion, there is much in the first third of the book to interest pupils and teachers in secondary (and even primary) schools. There is a wealth of exploratory mathematics (the subtitle of the book is well-chosen) programs and theorems which offer the reader the now-familiar polygons, spirals and snowflakes; models of interacting turtles; a comparison of turtle and coordinate representations for drawing both two and three-dimensional figures; and an elegant treatment of introductory topology.

Later chapters are based on the turtle's liberation from the flat plane, and present a fascinating turtle-based view of the geometry and topology of curved surfaces. Here there is a rich treasure-trove of mathematical ideas to explore which transcend the purely geometric (eg group theory). Finally, these ideas are brought together in a computer program which simulates the behaviour of objects in a relativistic gravitational field.



"Enlargement and reduction" are among the topics in Book B4 of the SMP 11–16 series published by CUP at £2.50 (0 521 31469 0), Teachers Book £2.25 (0 521 31466 6).

This book was written before the availability of Logo on personal computers, although it employs a notation which is sufficiently similar for translation to current implementations to pose no problem.

It is, in any case, not a book about programming – most of the programs are extremely short, and the development and exploration of computer programs serves as a means to a mathematical end.

Some of the ideas in this book are difficult, and will clearly be applied primarily in post-school contexts. Yet by making complex mathematical ideas accessible to experimentation and play, the authors have pointed us all in a direction for the future. Who can predict how the computer might allow 10-year-old children to discover some of the beauty of mathematics presently reserved for the elite?

Richard Noss

Passnotes

Mathematics: A Book of Revision Tests. By I Dawbarn. Penguin £2.95. 0 14 077032 1.

Complementing other titles in the Penguin passnotes series, this collection of worked examples, problems, and self-assessment tests covers the normal range of O level,CSE and equivalent examinations. In his introduction, the author suggests that "the only way to learn mathematics is through practice and use".

The detailed solutions to the illustrated examples explain methods and techniques; the multiple-choice and progress test papers are supplied with answers at the back of the book. An indication of attainment is provided by a simple marking scheme. Students working alone should especially appreciate the guidance provided throughout.

FWK

The marrying of GCSE with Records of Achievement

Going for GAIM

MARGARET BROWN ● SUE BURNS ALICE ONION

As the GCSE machine continues to trundle slowly towards 1988, it may not be the most tactful moment to draw to the attention of mathematics teachers the stated intention of the DES that ". . . by the end of the decade . . . all young people in secondary schools will have records of achievement."

These records are expected to contain information about students' attainments in academic and practical skills, as well as personal qualities and achievements. They will be updated as students progress through the secondary school, and will form the basis for a final summary document which the school leaver takes away. Many schools are now involved in compiling such student records, often in conjunction with the nine DES-funded Records of Achievement projects spread throughout the country.

It is clear that the records of achievement initiative shares many of the more progressive features of GCSE in that it is moving towards a more continuous model of assessment by classroom teachers, with more precision about what students have achieved over a wider spectrum of performance. The irony is that in spite of this the mechanisms are quite distinct. Teachers currently pre-occupied with the "stepped" syllabuses and papers and the "set-piece" coursework tasks for mathematics GCSE running through the fourth and fifth years are now expected to start thinking about recording in detail what first and second year students have achieved. HMI offer some advice as to how to do this in *Mathematics from 5 to 16*.

> "A useful approach is to have one record sheet covering a year in the life of the pupil in which one side of the sheet contains carefully structured details of the appropriate objectives and scores on any standardized tests used, while the reverse side is used for recording pupils' progress as measured against their own previous achievements . . ."

It all sounds so simple, except when you remember that in your second-year class your record may well have to cope, at one extreme, with one child whose major achievement in the whole year is learning that the number after "a hundred and nine" is not "two hundred". At the other extreme it would not be easy to describe exactly what might have been learned by a second-year student who had managed to complete much of the O level syllabus while working on an individualized scheme such as SMILE or KMP.

What is evidently required, to avoid duplication of effort on behalf of teachers and students, is a system of assessment which contributes to a Record of Achievement and also provides, when appropriate, the basis for a GCSE award.

GAIM (Graded Assessment in Mathematics) is an assessment system being developed jointly by the ILEA, LEAG, and King's College London, with support from the Nuffield Foundation, which claims to fulfil these requirements. It offers two elements; the first is a bank of "topic criteria" in the form of "can do" statements, which can provide a mathematics profile to be incorporated into a record of achievement. These criteria are each assigned to one of 15 levels of difficulty, and to one area of the mathematics curriculum. So "can read and write numbers up to 100 in figures" is assigned to Number, level 1; "can draw the net of a cuboid or prism with the objects present" is in Space, level 7, and "can construct flow charts or computer programs using loops and/or branches" is in Logic, level 12. The remaining topic areas are algebra and functions, measurement, and statistics.

Only a very small proportion of students will begin at level one; in fact the average first-year student should be able to join the system at around level five or six. The levels are designed so that students will progress on average through one level a year.

The second element of GAIM is a bank of open-ended practical problems and investigations, many of them suitable for extended work. For example, practical problem-solving tasks include booking guests into appropriate rooms in a hotel, and designing the layout of newspaper advertisements; the investigations include exploring symmetry patterns obtained by shading squares on a grid, and different types of number chains. The teachers' notes for these activities include guidance on what kind of responses are likely to be given by students working at each of the 15 GAIM levels. In addition, an indication of the topic criteria which may be demonstrated by students in the course of the task is given.

Some teachers may want to use the GAIM activities to supplement their curriculum, perhaps as GCSE coursework, or may want to incorporate some of the GAIM topic criteria into their own profiling scheme. Others may want to use the full GAIM scheme, enabling students to be awarded a Statement of Achievement at a particular level from the LEAG. Such a statement can be awarded when the student has achieved a level on a certain number of practical problems and investigations and has provided satisfactory evidence of attaining the topic criteria on that level. Where students have in addition satisfied groups of topic criteria in higher levels, these too will appear on the summarized profile on the statement of achievement. Before statements can be awarded, a LEAG-appointed monitor must make regular visits to the school to check that the scheme is being operated satisfactorily.

GAIM levels 9–15 have been designed to be equivalent to GCSE grades G–A. Detailed topic criteria are completed up to level 12 (grade D) and a submission for a limited grade GCSE based on course work is at present under consideration by the SEC. There are plans to extend this to a full-grade GCSE proposal as soon as the development of the corresponding GAIM levels is completed.

The pre-GCSE GAIM levels are at present being piloted in 35 schools in eight l.e.a.s. Many colleagues report that the use of the scheme has a motivating effect with low-attaining third, fourth, and fifth years, some of whom would otherwise leave school with no formal recognition of their achievements. For example, from a Newham teacher, ". . . they are keen on getting something . . . it's keeping them going . . . they might have switched off completely . . ." Instead, these particular fifth-form students are following a published curriculum scheme, supplemented with GAIM tasks, and using microcomputers to complete some of their topic criteria. "They know what they need to do and are keen to complete the remaining items".

In another school the teacher of a lowest set third-year class tells us "they found the work challenging and motivation increased dramatically . . . they were greatly encouraged by the positive marking scheme. They also liked the idea of a reward in the form of certificates without having to sit a formal examination. The atmosphere in the classroom became more harmonious and attendance improved."

The above evidence seems to demonstrate that instead of GCSE and Records of Achievement becoming two separate developments, each producing a considerable burden of work for teachers, they can with advantage be combined into a single assessment system providing both formative and summative profiles and, at an appropriate point, the award of a corresponding GCSE grade.

Margaret Brown, Sue Burns and Alice Onion, GAIM Project, Centre for Educational Studies, King's College London (KQC).

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EXTRA

Facing a world wide problem

Fractions: turn them upside down

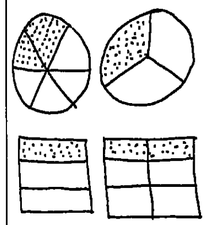
PETER KANER

The vast majority of adults have forgotten all the fraction rules (if they ever knew them) and all that preparation, practice and explanation seems to have been wasted. Yet, in spite of all the evidence we continue to teach from junior school onwards in exactly the same way as our teachers taught us. This is a world wide problem, in fact . . .

There was a young teacher from Spain
who taught fractions now and again.
Not just now and again
but NOW and AGAIN
and AGAIN and AGAIN and AGAIN.

Teaching for understanding

All good teachers teach for understanding. (Nobody doubts it.) But what is to be done when the *explanation* is much harder than the thing itself? A typical example is the teaching of equivalence. The usual explanation starts with an apple or pie at junior school, a rectangle at secondary schools. I have even seen explanations which use cows and sheep in a circular field!



This diagram is supposed to convince that ½ = ⅔. But to many children the diagrams are not the same. The first has three parts while the second is in six parts. Can the teacher mean that one piece equals two pieces?

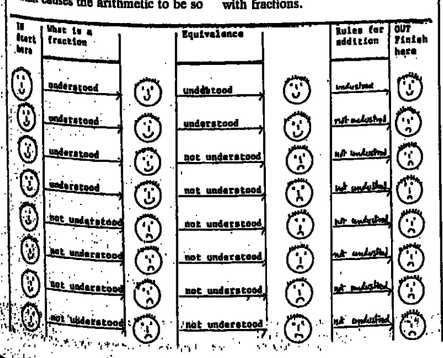
"No dear, we are not talking about the number of pieces, we are talking about the proportion, you know, the proportion of the whole."

Much confusion ensues, because very few children have the slightest idea of what the "proportion of the whole" could mean. Upon these shifting sands the explanation of the addition of two fractions is built and quite understandably the house falls down. The diagram below (Optimistically based on 50 per cent success at every stage!) explains why only one out of eight children can add simple fractions successfully.

There is the additional hazard that many junior school teachers do not understand the topic very well themselves. (For example, how many could explain why $a/b \times c/d = ac/bd$?)

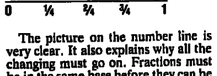
Multibase

It is not always understood that fractions are in different bases and this is what causes the arithmetic to be so

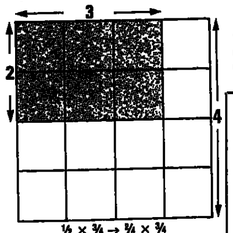




different. It might help if the word *denominator* was replaced by the simpler word *base* when talking about fractions.



The picture on the number line is very clear. It also explains why all the changing must go on. Fractions must be in the same base before they can be satisfactorily combined by addition or subtraction. Even multiplication is better understood in this context and corresponds to the usual decimal multiplication.



½ × ¾ → ⅓ × ¾

"Get them in the square base and then use the square grid".

Of course the most sensible base to work in is base 10, and all fractions can be converted to base 10 by dividing the top by the base. Once in base 10, any calculator can be used to combine fractions safely. This is how multibase whole numbers would be treated and no one would be expected to express the answer in either of the original bases for whole numbers so why do it with fractions.

Values

Children understand the word "value" in connection with money and I find it a very useful word in teaching fractions. Here value is short for "base 10 value", so the value of any fraction is found by dividing top by base on a calculator. The concept of equivalence becomes very simple indeed, fractions with the same value are equivalent, but there is a much more important consequence of using values. The learners can make their own assessment of whether calculations with fractions are right or wrong by checking the values, an intuitive process.

For example, many children would add ½ + ¾ → ⅓, adding tops and bases. Checking the values, however, shows this result to be wrong.

½ → value 0.333 . . .

¾ → value 0.75

TOTAL 1.0833 . . .
(corresponds with a rough measurement)

⅓ → value 0.571428

Children may ask two very important questions:

1. What went wrong?

2. What manipulation of ½, ¾ could give the *right answer*?

The answer to (1) is simply that the two fractions ½ and ¾ are in different *bases* and adding the bases does not produce addition of values. All the work on equivalence which has failed us before can now be produced in answer to the children's "why?". It is not an essential part of manipulating fractions, rather a matter of familiarity and background knowledge.

New Skills

When the above approach is adopted some conventional skills need to be replaced by others. Some examples are given . . .

1. The reciprocal button comes into its own when decimal forms are to be converted into fraction forms.

The relationship between a/b and b/a is studied and used.

2. Cross products of equivalent fractions are demonstrated with reference to the value,

3. Cancelling is hardly necessary as the calculator does not need simplified arithmetic, but knowledge of the decimal forms of common fractions is useful.

Preparation for A level

Many students starting on A level courses are found to be very weak on fractions, especially cross multiplication. This is taken to be the result of neglect of the teaching of fractions in earlier years but I suggest the opposite, that fractions have been over-taught and unskilfully taught. It is the lack of confidence and fear of error which interferes with student progress. Algebraic manipulation is something in its own right to be taught as a consequence of the rules of an integral domain rather than something to be extracted by distillation from elementary number work.

Conclusion

I think I have outlined a fundamental change of approach which needs to be thoroughly integrated into maths teaching before we can expect more success. The greatest problem solving skill is learning from mistakes so let's abandon the apples, pies and circular fields and start from a new point of view, not just now and again but NOW and AGAIN and AGAIN and AGAIN and AGAIN.

Peter Kaner is author of the Integrated Mathematics Scheme (IMS)

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EXTRA

Providing the right help for coursework

Over to you

BARBARA EDMONDS

By 1991 every candidate for a GCSE in mathematics will have to produce coursework. This means that all 11-year-olds should have already started to develop the skills they need in order to do this. What are these skills? Probably the two most important are the ability to develop your own mathematical ideas, and the ability to communicate these ideas to others. Some older pupils are already submitting coursework to count towards their GCSE assessment. One of the difficulties some of these pupils have to overcome is their lack of experience with this way of working. Our 11-year-old pupils should have the advantage of being able to develop these skills over several years. What can teachers do to help this to happen?

Most human beings enjoy learning. Very young children learn to walk and talk and spend all their time making sense of their world. Learning can be fun when you are in control of it. Unfortunately, once children are at school it is not easy for the teacher to give them control over what they learn and how they learn it. By the time they are in secondary schools, pupils have been so used to having their learning controlled for them that it is difficult to help them to become independent and take back the control. This is perhaps more true for mathematics than for any other subject.

Traditionally mathematics has been seen as a body of knowledge about which statements are either right or wrong. Hence it is rather frightening for pupils to develop their own ideas, because these might be wrong.

One way of helping pupils to overcome this fear is to find tasks for which they can know that they have been successful without asking their teachers for confirmation. They will have then gained a degree of control over their learning. I recently worked with a group consisting of two fourth-year mixed-ability classes on such a task.

The pupils were asked to consider a cube which was dissected into a number of pieces: as many pieces as they liked. Their task was to construct models of the pieces from cardboard. The only restriction placed upon the pupils was that each pupil had to produce a dissection which was different from all the others. I started the lesson by showing pupils several models of cube dissections which I had made. I described briefly how I had designed my models, suggested some practical tips about their construction, and then gave out all the equipment pupils would need. All this had taken about 15 minutes. The next 15 minutes were the worst; the class teachers and I sensed a mild feeling of panic from the pupils as they struggled to decide what to do and how to get started.

By the end of the lesson most pupils had made their decisions and were checking with others that their dissection was unique. They were keen to make comparisons, and to point out to their teachers why their idea was "better" than everyone else's. For the next two weeks the pupils worked hard at building their models. They had been told that, since the work was to form part of their GCSE coursework, they also had to produce a written account which would describe their plan and explain how they had constructed their model. Their teachers and I felt almost redundant during these two weeks. We did give specific help when asked: for example, about how to construct an equilateral triangle. But the pupils helped each other most of the time. Although they were all doing different dissections they found they had similar types of problem to solve.



Monk mathematicians of the 13th century

After two weeks pupils handed in their work and we graded it, using the GCSE coursework assessment scheme. Most pupils had done much better than usual, although a few had done less well. The ability to visualize and work on three-dimensional shapes does not seem to correlate very closely with the ability to do more conventional mathematics, such as manipulating numbers or symbols. We were interested to observe that eight of the 10 pupils who were given grade A were girls. Perhaps the most interesting observation for the teachers and for me was the large number of positive comments pupils made about the task in their reports. Nearly all of them described it as one of the best mathematics tasks they had done. Many of them were able to make a sensible evaluation of what they had done: something they usually find difficult in mathematics. One girl wrote: "I am quite pleased with how my dissected cube turned out. I did face a few problems, though. Making the rough models from graph paper was easy because it had lines drawn out on it and it was much thinner than the card. When I made the card models, it was a lot harder to make the nets accurate and to get the lengths and the angles exactly right."

What was it about this task that made it so popular with pupils?

Many of them spoke about enjoying the practical aspect and about having to do less written work than usual. But the main reason seemed to be that pupils felt in control of what they were doing: they were working on the dissection *they* had chosen. This meant that they could work at the level of difficulty that suited them. One boy wrote: "I liked my idea. It wasn't too hard and it wasn't too easy." The task had a specific end-point, the cardboard model, at which pupils could aim, and they could see for themselves whether or not their dissection "worked". One girl said: "You see if your design ends up good."

What else was it about the task that made it suitable for GCSE coursework? Most coursework assessment schemes reward work which shows candidates' abilities to develop their own mathematical ideas. I have already pointed to the difficulties pupils find with this. As a consequence of these difficulties teachers are tempted to provide their pupils with coursework tasks which are highly structured. Although they can easily get started with such tasks, having no opportunity to develop the work for themselves means that they cannot score high marks. On the other hand, pupils who are given too little help may produce inappropriate work with little mathematical content. So teachers need to devise coursework tasks which provide pupils with the right amount of help. Dissecting a cube appears to be such a task. Hopefully, we can devise for our pupils other coursework tasks with similar attributes. It is useful if we can find ways of providing frameworks within which pupils can have control over how their own work is structured.

Barbara Edmonds is head of Mathematics at Longslade College, Birstall and is currently on secondment to the Open University. She is also the chief coursework consultant for mathematics to the Midland Examining Group.

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A rethink of sixth-form mathematics

SMP 16-19

STAN DOLAN

There is a growing recognition of the urgency of the need to rethink mathematics A level. The passive learning styles adopted by many sixth-form students and their perception of A level mathematics as a series of apparently unrelated techniques can certainly give us no cause for satisfaction with the present situation. Changes in the content of 11–16 courses and, especially, changes in the teaching process at this level must be catered for in the redesign of sixth-form courses. An added impetus for change comes from the impact of new technology, which should be altering both what we teach and the way we teach it.

In the DES document "Action on Teacher Supply in Mathematics, Physics and Technology" the Government recognized the urgent need for action on teacher supply. In fact, the population of 18 and 19-year-olds will drop by a third between 1984 and 1996 with a consequent drastic reduction in the size of the pool of potential teaching recruits. To avert a national disaster in the teaching of subjects vital for the future of an advanced industrial nation will require more than changing the accessibility of A level mathematics courses, but it is clear that we can no longer tolerate the perpetuation of the image of mathematics as a difficult A level subject. Changes in the course and its assessment are needed to enable pupils who put in an honest endeavour to experience a greater sense of achievement. Moreover, the traditional severity of A level mathematics grading (as is evidenced by subject pairs comparisons) cannot be permitted to continue. This severity acts as a considerable deterrent to potential A level candidates, even though their only knowledge of it is likely to be based upon hearsay within their school.

In September 1986, the School Mathematics Project set up SMP 16–19, to reform mathematics teaching in the sixth form. As with all SMP projects, those who will be affected by potential changes – practising teachers – have the primary responsibility both for formulating policy and, later, for evaluating in trials the materials they have produced. Currently approximately 50 teachers and advisory teachers are directly involved in working groups with many more involved peripherally with the project.

If the current A level structure remains, then SMP 16–19 will need to encompass a wide range of sixth-form options. These might include a foundation course for intermediate-level GCSE students and AS levels, as well as differentiated courses and assessment for A level. Currently, working groups of teachers are involved in assessing how the teaching of certain key areas will, or should be, affected by the pressures for change already listed. This work will be of great value, whatever sixth-form structure is adopted as a result of the Higginson Committee's work.

The existence of sophisticated computer packages, such as those of David Tall of Warwick University, has enabled the Calculus group to investigate promising new ways of making calculus concepts more accessible to A level students. A qualitative understanding of the concepts is greatly facilitated by this software and the study of calculus itself is made much more meaningful when pupils can readily use micros to solve realistic problems.

The use of micros is also a central issue for the Graph-sketching group, which is working in collaboration with MEI. Graph-plotting software facilitates the adoption of an investigative approach. Pupils can discover for themselves general relationships; for example between $f(x)$ and $f(ax)$, by studying a wide variety of functions. Similar analysis can be applied to discovering the properties of particular families of curves, for instance by demonstrating the transformation of $y=x^2$ into any given quadratic.

The working groups on Statistics and Mechanics are addressing themselves to the question of how branches of applied mathematics should be incorporated into the course. An outline of the issues can be found in paragraphs 565–575 of "Mathematics Counts". There are strong arguments in favour of all A level mathematics students having some knowledge of both Newtonian Mechanics and Statistics. Indeed, similarly strong arguments can now be made for incorporating a study of newer branches of mathematics.

The fundamental question is whether such areas of applications must be studied as options or whether it is possible to incorporate fundamental concepts into a coherent core syllabus without detracting from our aims of not overstressing "content" and of making the course accessible. In this sense the working groups are carrying out the curriculum studies asked for in paragraph 569 of "Mathematics Counts".

continued

One other issue of special relevance to the Statistics and Mechanics working groups concerns the precise nature of the practical work which should be incorporated into their material. This aspect of our work is being greatly strengthened by discussions with members of the Mechanics in Action Project based at the Universities of Leeds, Manchester and Sheffield and Plymouth Polytechnic and also with members of the Centre for Statistical Education at the University of Sheffield and Sheffield City Polytechnic.

Experience with SMP's proposed unified grade A level and of the experiment with projects and comprehension papers at Further Mathematics level will eventually feed into the work of SMP 16–19. One project on modelling and case-studies, being undertaken with the Spode Group, will also be of value for the necessary wider work of SMP 16–19 on alternative forms of assessment.

The immediate aim of those working on SMP 16–19 is to undertake preparatory work on the many issues concerned with the reform of sixth-form mathematics, in readiness for a Teachers' Conference on A level Mathematics organized by the University of Leicester School of Education, in conjunction with SMP. This conference is to be held on July 24–26 at Leicester and will be followed by other conferences for those interested in the further work on SMP 16–19. The Engineering Council and other institutions concerned with A level mathematics teaching will be represented at the Leicester Conference.

Throughout the early months of work of SMP 16–19 there has been an encouraging willingness on the part of teachers to devote time, thought and effort towards this reform of A level. There is a need for a similar determination on the part of various organizations if the reform of sixth-form mathematics is to be thorough going. For example, an adequate provision within schools of micros and videos and of in-service training opportunities for teachers will require considerable funding. In view of the pressing need for a reduction in the content of existing A level mathematics syllabuses, an early rethink of the SCUE/CNAA core is urgently needed.

Dr Stan Dolan is Project Director for SMP 16–19 at Southampton (University).

EXTRA

Games: a rich source of starting points

Ancient and modern

MICHAEL CORNELIUS

Most people enjoy playing games. Not many enjoy doing mathematics. So what happens if games and mathematics are packaged together and presented to children?

Board games have a long, fascinating history and often tucked away in both ancient and modern games are ideas which can be put to good use in a mathematics classroom. Indeed games can be used in activities which span many other areas of the school curriculum and questions like: where does a game come from? When was it first played? Could it be made? suggest possible links with geography, history and the use of practical skills in woodwork etc. At a time when teachers are looking for ideas for investigational work, games can provide a rich source of starting points. The following is a brief description of work tried in mathematics classrooms with pupils aged between 10 and 18.

(i) A game of position: Pong Hau K'i

This game, from China, is also played in Korea under the name *Ou-mont-ka-no*. It appears to be deceptively simple. Each of two players has two stones of different colours placed as shown in Figure 1. Players take it in turns to move one stone along a line to an adjacent empty point and each player tries to block the opponent's stones.

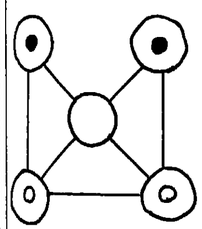


Fig 1

Can a win always be forced? Is it better to be black or white? Should a player choose to go first or second? How many possible positions exist in the game? How can a game be recorded?

Given this game to play and investigate, lower secondary pupils struggled to achieve a good notation for recording purposes. Games were played with great intensity and reasonable conclusions often reached. One group of eight and nine-year-olds became excited and interested enough to want to organize a class competition.

(ii) A "Mancala" game: Tchuka Ruma

Mancala games involve the "sowing" of seeds or pebbles into holes and originate mostly from Africa and Asia. *Tchuka Ruma* is an East Indian game for a single player. It is played on a board with five holes, four each contain two pebbles at the start and the fifth (the Ruma) is empty. (see Figure 2 above).

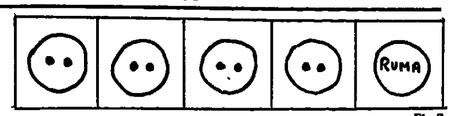


Fig 2

A player picks up the seeds from any hole and "sows" them from left to right dropping one in each hole passed. If the Ruma is reached with more than one piece in hand, the sowing continues at the extreme left hand hole. If the last seed sown drops into an empty hole you lose, if not you sow again (starting from the hole in which you finished). If the sowing ends in the Ruma you may select any hole to begin the next move. The aim is to get all the seeds in the Ruma. As an example of a beginning:

2 2 2 2 0
3 2 2 0 1
0 3 3 1 1

and the game is lost since the last piece sown fell into an empty hole.

Can the game be solved? How many solutions are possible? What happens if (a) the number of pieces and (b) the number of holes, are varied?

This game proved immensely popular with all ages. It was interesting to observe a group of sixth-formers in which *every* pupil quickly resorted to coins, torn up pieces of paper etc to represent seeds. One group of children played the game using themselves as pieces and chairs as holes. A good fourth-year group produced attempts at generalizations of the game including analysis of which games could be solved.

(iii) A "War" game: Fox and Geese

There are many forms of this game which probably originates from Northern Europe in the 14th-century. A large number of similar games involving lambs, tigers, cows, leopards, crows and vultures have origins in Asia. In its simplest form, one player has a fox (F) and the other 13 geese (G) placed as shown in Figure 3.

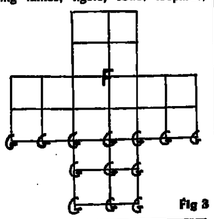


Fig 3

Players move alternately and both fox and geese can move along a line to an adjacent point. If the fox jumps over a goose (not diagonally) the goose is killed and removed from the board. (Two or more geese can be killed in one move by a series of jumps over single pieces by the fox.) The geese cannot jump the fox but try to crowd it into a corner making movement impossible. The fox wins if it can deplete the geese so that they cannot trap him.

What is the minimum number of geese needed to trap the fox? In how many ways could a single goose and a fox be placed on the board? How many positions are possible with the fox and six geese left on the board? How can a game be recorded?

Pupils enjoyed playing this game. The development of co-ordinate systems arose out of the problem of keeping a record of a game. Considerable discussion (and some confusion!) arose from consideration of the number of ways in which pieces could be placed on the board with problems of reflections and rotations.

(iv) A "Race" game: Pachisi

This game is a forerunner of Ludo – it is widely played in India and developed from a game called Patolli. It is played on the board illustrated in Figure 4.

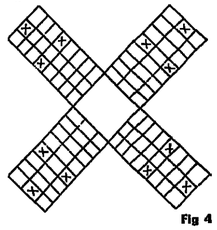
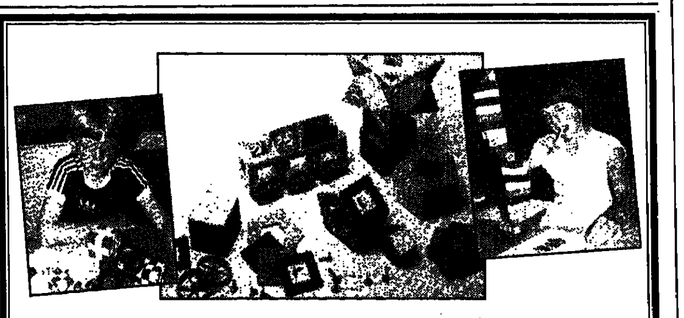


Fig 4

In the usual game four players each have four pieces of a distinctive colour and all start on the central square (called the "char-kuni" or throne). Pieces are raced down the centre of the player's own limb, then anticlockwise round the board before returning to the centre via the original limb. An exact throw must be achieved to get a piece "home". The game is controlled by the throws of six cowries – the number of mouths falling upwards determines the score with 2, 3, 4, 5, 6 giving moves of the same number but one mouth up giving 10 and no mouths up giving 25. The complete rules are not given in detail here but include players forming composite pieces, knocking opponents off the board and the possibility of a piece doing more than one lap (perhaps to help a partner).

A game like Pachisi (or Ludo) is often enjoyed by pupils but does not lend itself immediately to "obvious" investigation. The following ideas are given as suggestions. If a single player plays and moves four pieces round the board, what is the smallest number of throws needed? What would happen to a single piece if a player threw nothing but (a) tens, (b) twenty-fives? Pupils, especially older ones in secondary schools, proved capable of producing much valuable investigational work from this and similar games – an initial stimulus or suggestion of a starting point invariably proved to be essential.

A book on "Board games and mathematics" written by Robbie Bell and Michael Cornelius will be published by Cambridge University Press during the next academic year.



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NMP: Mathematics for secondary schools

Flexible support

EON HARPER

The National Mathematics Project was created in 1981 to review the nature of classroom teaching materials in the light of contemporary developments in mathematics education, and in particular the publication of "Mathematics Counts" (The Cockcroft Report). From the outset the aim of NMP was to research and develop classroom materials which would embody, and give practical realization to, the recommendations of the Report. As time went by, the scheme also had to adapt and shape itself in the light of the emerging National Criteria for Mathematics, the draft Grade Related Criteria, the HMI discussion document *Mathematics from 5 to 16*, and the newly published GCSE syllabuses.

"NMP" is now formally constituted as a Charitable Trust whose major object is the support of curriculum development in school mathematics. It derives its name from a research and development programme, the "National Mathematics Project", carried out at the University of Bath during the period 1981–1984. During that period trial materials for secondary school mathematics were produced by a team of teacher authors, and trialled and tested in 20 comprehensive schools throughout the UK. Now revised, these materials are being published by Longman under the title *NMP: Mathematics for Secondary Schools*. NMP itself will continue its research and development work into other areas of the curriculum such as A/S and S levels, and 11–16 non-GCSE courses while this publication programme is under way. More is said about these initiatives below.

We are living in an age of rapid and radical change in classroom teaching in mathematics – a change as distinctive as that from "traditional" to "modern" mathematics during the 1960s. Coursework and extended pieces of work will add a new dimension to the mathematical lives of many pupils, as well as such activities as organized group discussions, oral work, investigation and practical work. Mathematics will be embedded in more realistic, relevant and useful contexts than in the past; and it is likely that pupils will find their mathematical time more intensively filled than previously, while enjoying a much wider and more interesting range of learning experiences. No doubt this intensified and varied activity will (necessarily) spill out into work outside the mathematics classroom – at home, and in other subject areas where the mathematics pupils study and the processing abilities they develop are enhanced by its increasing relevance and applicability. The nature of the present "revolution" is embodied in the pages of Mathematics Counts and *Mathematics from 5 to 16*; its outward expression will be seen in the work being carried out in individual classrooms throughout the country. Less obvious will be the changing ideas of both teachers and pupils towards what is understood by school mathematics, and the changes in conceptual structures and mathematical behaviour of pupils.

These changes will be possible only with the support of a committed and professional teaching force – and with sufficient and relevant resourcing. The latter is precisely where curriculum materials such as those produced by NMP will have their role to play.

A particular aim of the *NMP Mathematics for Schools* 11–16 course has been to respond effectively to two important recommendations: first that pupils should be provided with opportunities for the six types of learning experience listed in paragraph 243 of Mathematics Counts – exposition, discussion, skill and technique work, investigation, problem solving and practical work – and second that pupils should be encouraged to carry out extended pieces of work or assignments. Materials promoting these activities have accordingly been incorporated into the texts, and signalled explicitly (with use of specific headings) so that teachers and pupils can pre-plan and know immediately what is expected of them. (It is interesting to note that in testing, investigations and extended problems were sometimes confidently approached as "short questions" of the type to which pupils had previously been (sometimes exclusively) accustomed. However the signalling of each type of experience as a special feature avoided this difficulty, and soon pupils were approaching the material with realistic expectations of its requirements.)

Equally the materials have been produced with an internal flexibility to allow both for a variety of teaching and learning styles and for differentiation in the sense of the provision of a range of experiences suited to particular levels of achievement. Individual chapters embody three levels of material: core, support (or "link"), and



The inspector calls, circa 1890

extension, to allow for differentiation at the topic level, while differentiation at the course level is achieved through a bifurcation into two parallel linked tracks (called "red" and "blue") at the Year Two stage (see Figure 1) between which pupils can transfer at any stage. Completion of the core material only is essential before progress is made to a new chapter, support (or "link") and extension material being additional components which pupils use according to individual needs or requirements. Each pupil can thus proceed at his or her own level *within each topic* while the opportunity is maintained, if desired, for the whole class to begin each new chapter together. (See Figure 2.)

In testing, this arrangement has appeared odd to some pupils, since there is material which individuals sometimes do not use. Pupils have however learned quickly to consider core material as necessary and support and extension material as sometimes desirable. (It is anticipated, and it has been borne out in testing, that support and extension material will often be useful for homework assignments, according to the pupil's level of classroom achievement.)

Teachers Guides have taken a variety of forms since their common introduction in the early 1960s. Some of the more "user friendly" ones incorporate facsimiles of the pupil material with comments and notes. NMP wanted to make the Teacher Handbook not only a collection of suggestions, answers and hints, but also a record of the teacher's own observations which would in the future years serve as a reference for lesson planning. In this sense the Handbook is "interactive". Each page of pupil's text is produced in reduced format, along with answers, suggestions for discussion, suggestions for additional explorations or extensions to existing material and comment upon the text. In addition, however, blank spaces are provided alongside each page for the teacher to make his or her own notes, either before, during or after each lesson. In this way a teacher can build up a personal record of past lessons, reminders, particular difficulties which pupils faced, and observations about the relative success of each section of work.

During the next two years as the 11–16 course reaches its conclusion, attention will turn to the needs of other pupils in this age range, and to post-16 education. On completing the "Mathematics for Schools" course pupils will have followed a five year GCSE scheme. It will be possible for these pupils to proceed to existing A level (or A/S level) courses, but there are also plans in NMP to devise a continuation course for 16 to 18-year-old pupils. This and the problem of devising material for pupils who may not be following a GCSE course will occupy the minds and activities of NMP teachers and authors during the next decade. In this way NMP resources will be used to outline and to support research and development in mathematics education, gradually extending its work into new areas.

Dr Eon Harper is Director of NMP, University of Bath.

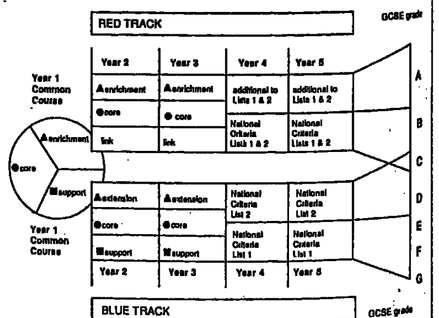


Fig 1. The NMP course structure

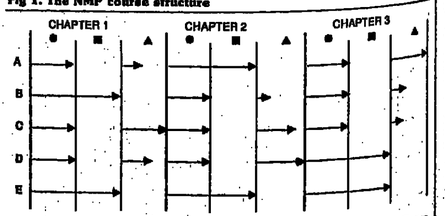


Fig 2. Individual development and whole-class progression. The figure indicates how the NMP chapters promote the development of individuals (A, B, C, D, E) while allowing the opportunity for the teacher to begin each new chapter with the whole class

EXTRA



Photo: Dennis Gorman/Rex Features

Our lives are enhanced by non-numerical aspects of mathematics

Division by rule

COLIN EVEREST

Numeracy courses and components feature in most current curricular initiatives, but many of the issues which this raises are very unclear. I believe that the word numeracy itself and the ideas commonly hidden behind it do nothing to improve our understanding of the problems.

Currently fashionable educational theories only add to the confusion. Typically these involve setting up dichotomies between "convergent" and "divergent" thought, "rote" and "schematic", or "active" and "passive" learning and then drawing conclusions about educational practice. Such dichotomies start off as a, possibly useful, identification of two aspects of the process; all too often though, they end up as a choice between two incompatible extremes.

The lack of rigorous debate and the failure to attempt to develop a rigorous pedagogy has resulted in a situation in which confusion thrives. It is against this background that the growth of numeracy provision, along with its attendant theories, has taken place.

Definitions of numeracy usually centre on attempts to describe that knowledge of mathematics which forms a desirable minimum for all citizens. In itself this aim may be worthwhile, but unfortunately it is often accompanied by unjustified assumptions about the subject matter. What such definitions circumscribe is a subset of mathematics. Whatever emphasis is used in the selection of such a subset it cannot produce a separate subject.

Representing numeracy as something other than mathematics leads to several pitfalls. First, it allows numeracy on CPVE, YTS and similar integrated programmes to be taught by those with few or no appropriate qualifications. Lower achievers, though, are the very people most in need of help from good teachers with deep insights into problems and confidence in their own mathematical ability. Our schools need more rather than fewer teachers qualified in mathematics.

Second, it produces a tendency to a narrow functional interpretation of numeracy requirements. The use of the word "numeracy", taken as a new subject, encourages this idea. I have been witness to serious discussions about numeracy syllabuses which have concentrated exclusively on such topics as change-giving and reading clocks and timetables. Such things have their place, but to establish such a low expectation of the generally achievable standard is to invite disaster.

The narrow functional approach employed by many of those currently concerned with numeracy programmes could lead one to argue that mathematical demands on the citizen have been declining rather than increasing due to electronic tills and the like). The view of the relationship between mathematics and the rest of our culture with leads to this conclusion is unsatisfactory. Mathematics [illegible] daily lives in many [illegible] subtle ways. Unless [illegible] knowing when and why they should be used.

There may be much discussion regarding the appropriate degree of mathematical understanding required of the ordinary citizen; but that some degree of understanding is required should not be in dispute. If a line is to be drawn at some chosen level with the label "numeracy" below and "mathematics" above, then it should be possible to say why this is a useful thing to do.

The best that can be said about this idea is that it provides a way of delineating between the mathematical education desirable for the specialist and that for the non-specialist. Again the problem is more complex than is implied by such an argument. Our society doesn't require only "mathematicians" and "non-mathematicians" but people of many shades of mathematical ability in between as well.

Enthusiasts for numeracy do not seem to realize that our lives are enhanced by non-numerical aspects of mathematics. To be able to distinguish "if" from "if and only if", to know that A⇒B and B⇒C means that A⇒C, to know that all multiplication does not commute, to be able to imagine 3D objects from plans, to be aware of spatial relationships and directions or to have a feel for the value of rigour; all are facilities to which mathematical education has something to contribute: none should be the sole preserve of the professional mathematician.

The idea of "numeracy" adds nothing to our understanding of the peculiar problems which have attended mathematics education almost since its inception. It appears to be based on a number of false dichotomies such as relevance vs abstraction, utility vs academicism, function vs cognition and, furthermore, on a conflation and confusion of the former categories in each pair. It has served to obscure questions about the mathematical education of the average citizen. The use of the term "numeracy" opens up potential for trivialization of the programmes offered to the non-specialist student, it allows issues of curriculum design and teacher qualifications to be side-stepped. It is high time the theory and practice associated with the term were called into question. What is needed is the construction of a mathematics curriculum which synthesizes the utilitarian and intellectual aspects which mathematics itself marries so well.

Colin Everest is a lecturer in the Department of Science, Hounslow, Borough College, Isleworth.

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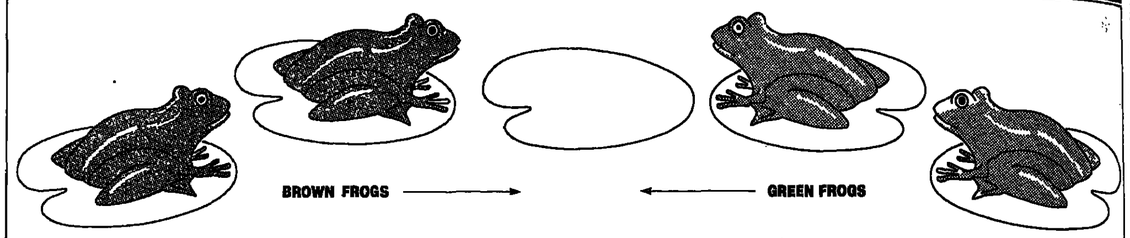
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A PGCE course partnership model

Jumping to conclusions

IAN THOMPSON

As part of the school-based component of their secondary PGCE course our 28 mathematics students spent one morning each week during the first term of this academic year in five South Tyneside secondary schools. After negotiating with teachers and tutors the students, working four to a class, were given responsibility for the overall planning and organization of the activities which were to take place in their classrooms. The class teacher, the university tutors, and the Education Support Grant teacher responsible for secondary mathematics were also involved in the activities but only in the role of classroom assistants.

This model of IT-INSET (Initial Training for some and Inservice Education and Training for others) has been developed as a "partnership model", and it is hoped that all the partners involved in the enterprise will benefit from the experience. The pupils ought to gain from the availability of a large number of teachers in the classroom at any one time. For the students there is the obvious advantage of taking responsibility for the teaching of a small group of pupils prior to their first short teaching practice, and the opportunity to experiment with different classroom approaches. The teachers can observe activities which may be new to them and which they might wish to try out for themselves, and the lecturers are provided with the opportunity to gain some useful "recent and relevant" classroom experience.

On the second visit to their respective schools most of the six groups decided to explore the famous "Frogs" problem with their classes, having tackled it themselves in a workshop session in the School of Education. The following is an account of their experiences.

The problem is as follows: Two green frogs and two brown frogs are sitting as illustrated above. The aim is to interchange the green frogs with the brown ones in the least number of moves and in accordance with the following constraints:

1. Green frogs may only move to the left and brown ones to the right.
2. A frog can slide on to an adjacent empty lily-pad or hop on to one over a frog of a different colour.

If you have never seen this problem before it would be worth spending a few minutes (or hours!) getting a feel for it before reading on.

The students decided that it would perhaps be a good idea to introduce the problem by using the children as frogs before moving on to tackling the problem in small groups using different pieces of apparatus which they had designed. Five chairs were set out at the front of the room and two boys and two girls were asked to act as the green and brown frogs respectively, with the rest of the class acting as "advisers". (The use of the different sexes was decided upon after initial problems had been experienced by the observers in ascertaining which way any individual frog was travelling).

What was of particular interest to the students was the enthusiasm with which the children, who were first and second year secondary school pupils, tackled the problem and the variety of ways in which they grasped the underlying patterns. The following examples should illustrate this latter point.

One group of children decided to tabulate their results in terms of slides and jumps as this terminology had been stressed in the "human frogs" activity. Asked how she had filled in the results for the situation with six frogs on each side (see Fig 1 above) Leeanne (12) said:

This has got to be 12 and this has got to be 36.

She could see that there was a pattern, but was unable – or unwilling – to explain it. Sharon (13) on the other hand wrote:

You square the number of frogs for hops and you double it for the slides. If you add them together it tells you the number of moves.

Expressed algebraically Sharon's solution is $n^2 + 2n$ and although it was beyond her experience to be able to express her answer in this way one can see the potential of such a context for the introduction of the power and economy of algebraic notation.

A second group worked out the first four answers and then predicted the next one before checking whether or not they could do the problem in that many moves. Marie (12) and Michelle (13) who were working in different groups saw the pattern in terms of differences. Marie wrote:

The pattern is all the odd numbers one at a time are added to your answer, so the next one will be 35.

Michelle (13) on the other hand set her table down as in Fig 2.

Her explanation was:

no. of frogs	1 1	2 2	3 3	4 4	5 5	6 6
no. of jumps	1	4	9	16	25	36
no. of slides	2	4	6	8	10	12
	3	8	15	24	35	48

Fig 1.

Number of frogs	Number of moves
1 and 1	3
2 and 2	8 (2+2+1)
3 and 3	15 (3+3+1)
4 and 4	24 (4+4+1)
5 and 6	35 (5+5+1)

Fig 2.

Add one onto the number of frogs there are and add this to the last answer.

So Michelle had seen the differences between successive answers not as the odd numbers but as a function of the number of frogs under consideration.

In a different classroom Eddy (13) and Gavin (13) did not see the pattern in terms of differences but in terms of products and sums. Eddy wrote:

You times the number of frogs by two more.

He had seen the answer 8 as 2×4 and 15 as 3×5, and had hypothesized that the next answer would be 4×6 – which it was. On the other hand Gavin's explanation of the pattern was as follows:

Multiply the two then add then add. By this he meant "multiply the number of frogs on one side by the number of frogs on the other side, and then add the answer to the number of frogs on both sides. This form of the solution (ie product plus sum) is also true for different numbers of frogs on each side.

Eddy's solution expressed algebraically is $n(n+2)$ whereas Gavin's is $n \times n + n + n$ or, more simply, n^2+2n. These expressions are of course equivalent.

In one particular class which had done some work on square numbers (1,4,9,16,25 . . .) in the previous year one boy, John (13), surprised several of the adults in the classroom – because they had not realized it themselves – by saying:

It's easy. It's just one less than the next square number.

Another group kept track of their movements when acting out the three by three problem by writing S for slides and J for jumps. They then split the line of letters into groups of movements made alternately by different coloured frogs. This enabled one or two of them to see a certain pattern and symmetry in the movements that they could generalize to the four by four situation (see Fig 3 below)

3 by 3
S JS JJS JJJ SJJ SJ S
4 by 4 (by hypothesis initially)
S JS JJS JJJS JJJJ SJJJ SJJ SJ S

Incidentally, this interesting diagrammatic representation of the solution nicely illustrates all the discoveries made by the other children. It is left to the reader to verify this.

What then did the participants in this particular exercise get out of it? The pupils were involved in purposeful practical mathematical activity. They were engaging in a great deal of mathematical thinking – trying special cases; generating data and tabulating it; making and testing conjectures; looking for patterns; justifying their ideas to their friends; generalizing and expressing their conclusions in "long-hand" algebraic form. They were also indulging in activities which could provide a background for the introduction of standard algebraic notation. They were experiencing work in which different methods of solution and ostensibly different answers were not just accepted but openly sought.

Some were developing their confidence in their ability to do mathematics, whereas others were being turned on to mathematics for possibly the first time in their lives. In the reporting back session many students recounted stories of apparently disinterested or disaffected pupils gradually becoming more and more involved in the lesson, or of children classed as remedial who suddenly produced a flash of insight to the amazement of their friends – and often of themselves. The students were pleased that they had succeeded in motivating almost all the pupils, and had gained some practical as opposed to theoretical insight into children's mathematical thinking. The activity had provided a great boost to their own confidence, and had motivated them to prepare their next session with the same attention to detail.

Some teachers went on to extend the work and develop the algebraic ideas, whereas others used problems of their own to try out some of the ideas introduced on GCSE training courses. Those teachers who were not used to using practical equipment, investigative methods or group work might possibly have seen some of their pupils in a different light. One salutory lesson for the tutors was the realization that the slick algebraic solution to a problem often conceals from the solver a wealth of fascinating mathematical relationships which are in there just waiting to be discovered.

This particular morning's work had proved to be highly successful, and all the participants were hoping that enough good ideas could be generated to maintain the momentum – but that's another story!

Ian Thompson is lecturer in Mathematics Education, University of Newcastle upon Tyne.

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The ideas are, in fact, very much those with which competent and experienced teachers are familiar, and which many doubtless use to enliven routine lessons. Exercises on magic squares or tangrams, codes and puzzles, and cryptaritlims (which are cryptograms with figures taking the place of letters) are typical.

A quiz ("how fast does sound travel?", "how hot is the sun?") involving numerical answers also contains the intriguing questions, how fast is a sneeze and how loud is a snore?

FWK

Published thrice yearly by the Mathematical Association, the magazine is intended for anybody with an interest in maths, but is aimed particularly at secondary school pupils, with the hope that it will "extend and enrich the basic content of school mathematics". Articles on such topics as liquid crystal displays, the origin of trigonometric ratios and scalene (uneven) triangles are interposed with items in a lighter and more recreational vein: logical mind-bearers, limericks; cross-number puzzles, competitions, mathematical anagrams and quotations. *Plus* is available on subscription at £7.00 for three issues including postage and packing (£15 for packs of 10) from the Mathematical Association, 259 London Road, Leicester LE2 3BE.

NORMAC weekend conference for teacher advisers

Confidence and progress

BILL BAILEY

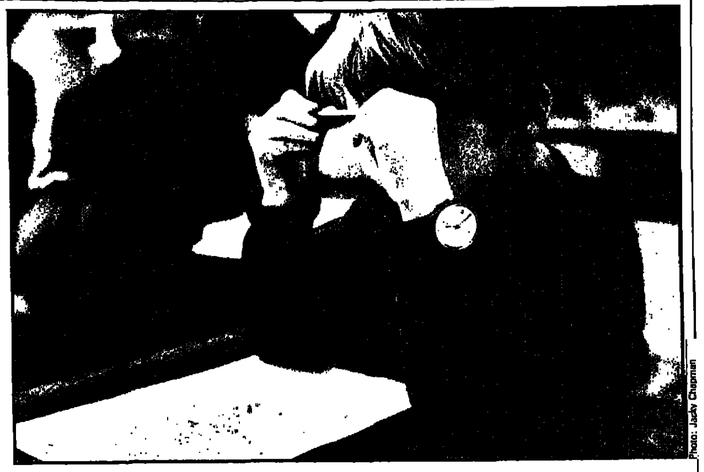


Photo: Jacky Chapman

In a previous article (*The TES* Mathematics Extra, May 9, 1986) I described a weekend course organized by NORMAC (Northern Region Mathematics Council) for recently appointed teacher advisers. A further event was held in March when the course identified the essential issue of change in the classroom and the change in attitudes that must precede this. Most sessions were concerned with what was happening nationally in those areas in which teacher advisers are engaged.

Valerie Worcester of the Primary Mathematics Project (PrIME) described the aims of the project which is concerned with encouraging curriculum development to be done by teachers. This was described as a "bottom up" not "top down" approach (or alternatively as the "bidet principle"). Areas of primary mathematics teaching where development work needs to be undertaken include the following:

- ways of helping teachers to use a full range of teaching styles;
- the role and use of language in primary mathematics;
- mathematics across the curriculum;
- the role of the computer in primary mathematics;
- the development of a calculator-aware number curriculum;
- other "topic" areas such as measurement, logic and probability;
- children's use of general mathematical strategies and processes;
- mathematics for very low-attaining children;
- multi-cultural and gender issues in primary mathematics;
- the role of parents in their children's mathematics learning.

Barbara Stewart and Ian Hocking of Rochdale saw the calculator-aware curriculum as being a way to improve the quality of mathematics education in a primary school. They described how it had been put into practice. School-based work involving the following aspects was being carried out:

- development of teacher expertise through INSET;
- explaining ways of using the calculator;
- receiving published material on calculators;
- identifying those parts of the primary mathematics curriculum where the calculator is most helpful;
- developing new materials for use with calculators;
- investigating a possible change of emphasis in the primary number curriculum;
- evaluating the effect of calculator use on the learning and attitudes of children.

Their experiences had revealed that when calculators had been made available it was easier to solve real problems (eg with "difficult numbers") and had provided an alternative method for solving problems (eg by iterative methods). The use of calculators had stimulated mathematical activity and motivated both pupils and teachers.

A session was devoted to the role of the co-ordinator and Marion Stow, a research officer with NFER, described the work of a project which is investigating their role in primary and middle schools. Questionnaire responses show that 65 per cent of the primary schools surveyed had allocated a post of responsibility for mathematics. In the majority only 20 per cent indicated that they had a written job description to define their role. The sample of co-ordinators were asked to give their perceived rating of effectiveness in implementing each of the duties listed in paragraph 355 of the Cockcroft Report.

The list shown below indicates a rank order of priority and practice possibilities:

- operating a scheme of work;
- organizing and being responsible for the necessary teaching resources for mathematics;
- providing guidance and support to colleagues;
- arranging school-based in-service training;
- monitoring work in mathematics throughout the school;
- assisting with the diagnosis of children's learning difficulties and remediation;
- maintaining liaison with schools and the l.e.a.

It was suggested that a national mathematics centre should be established where co-ordinators could receive training. It could use teacher advisers as tutors whose expertise might well be lost if and when Education Support Grant funding ends. Barbara Craig, the North West Co-ordinator of the Raising Achievement in Mathematics Project (Secondary) described how the scheme attempted to develop good practice in the teaching of mathematics to low attaining pupils and in disseminating its findings. She identified four major areas where there had been resistance to change in mathematics teaching. They were:

1. the attitude of some teachers and the lack of confidence in teaching mathematics;
2. rejection of any ideas that come "from above";
3. the reluctance of parents to accept change unless they can understand what is going on;
4. the introduction of new material not necessarily affecting the teaching method (ie "the new sterility").

She felt that the RAMP project would be successful for three main reasons. First, it was adequately financed; second, the teachers involved did not engage in writing materials; and finally, it was realized at a very early stage that the dissemination of effective ideas about change can be done only by personal working contact between teacher advisers and teachers.

The final session, "Review and Evaluation of the work of Teacher Advisers", was chaired by David Hale HMI. Teacher advisers were seen as having the opportunity to be influential in the following aspects of mathematics education.

- Promoting an investigative approach not just from contrived examples but by encouraging teachers to seize opportunities for investigations in their normal work.
- Fostering continuity of mathematical experience throughout school life.
- Helping schools to develop a partnership with parents; some work had been done in reading, so why not in mathematics?
- Seizing multi-cultural opportunities by taking advantage and using the variety of backgrounds that pupils come from.
- Fostering genuine group work; children should not just sit in groups but should use the opportunity to work collaboratively.
- Promoting and sustaining the use of the microcomputer and calculator in improving the quality of mathematical activity.
- Encouraging an appreciation of three dimensional understanding in children.
- Loosening the straitjacket of a commercial scheme. Teachers should feel the need to use their own ideas and approaches.
- Disseminating the findings and knowledge of such bodies as the APU to as many teachers as possible.

It is now difficult to imagine a world without teacher advisers; like all new initiatives they have generated their own enthusiasm. The next stage of the programme is the most difficult since progress must be sustained through the enthusiasm, imagination, commitment, creativity and relationships of the operators. The initiative must not become over-institutionalized and the long term improvement in the quality of pupils' learning must remain the chief objective.

Teacher advisers were appointed through the ESG scheme at a time when teacher morale was generally low and during a period of intense industrial action. Their appointment was a calculated risk. They were taken out of the classroom and immediately transferred to a position of responsibility where they were expected to spread their own good practice. Two major qualities had been revealed as vital ingredients of success: infectious enthusiasm and the ability to form good working relationships. The form of relationship that a visitor makes with a school is crucial to the success of the original or negotiated intention of the contact. In general, teacher advisers have proved to be sensitive to and confident in dealing with their colleagues.

Now that the scheme is half-way through there is an obvious concern about the future. Some teacher advisers have left for other jobs. So much has been achieved in such a short period of time that it would be regrettable if the successes of the scheme were undermined by worries about job security. Course members hoped for an announcement from the DES about an extension of funding so that they can continue their good work.

NORMAC is part of the Nuffield Continuation Project and is based in the north-west although it includes part of North Wales and West Yorkshire. The courses for teacher advisers are organized on behalf of NORMAC by John Ireland, Liverpool Institute of Higher Education. Facts about NORMAC and an extended version of this article can be obtained from P A Bailey, Secretary (NORMAC), c/o Mirfield High School, Kitson Hill Road, Mirfield, West Yorkshire WF14 9EZ.

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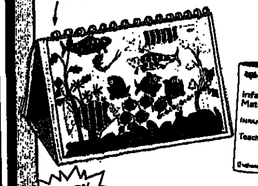
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Perspectives on Mathematics Education. Edited by B Christiansen, A G Howson and M Otte.
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In May 1980, Unesco organized a conference in Paris that attempted to identify a set of goals for mathematics education. One of the main conclusions of the meeting was that "the single biggest obstacle to progress in mathematics in most countries in the world was weakness in teacher education, and that assistance in this area of concern should be made available to Member States". The fourth volume in the Unesco series Studies in Mathematics Education is an attempt to fulfil this obligation, and examines in particular the education of secondary school teachers of mathematics.

At around the same time another group of mathematics educators met for the first time to consider what elements might form the basic components of mathematics education for teachers. The so-called BACOMET group met once each year from then until 1984, and *Perspectives on Mathematics Education* is the project's first publication.

Both these books, then, are intended primarily for teacher educators, but there the similarity ends. *Studies* is essentially a selection of articles covering various aspects of the education of mathematics teachers. The first (and by far the largest) part deals with issues in the initial training of teachers such as problem-solving, gender, the impact of computers on the mathematics curriculum, links with other subjects, and changes in the teaching of algebra, analysis, geometry and statistics over recent years. The second part contains some short articles on support for teachers once they are in post, and the book concludes with two case studies; on the use of distance teaching methods in initial training in Zimbabwe, and secondary school mathematics teaching in China. Overall, this book is rather bitty, but contains some valuable source material, especially for anyone interested in mathematics education worldwide.

Perspectives is altogether on a different scale. As the name of the project implies, BACOMET represents an attempt to identify the aspects of mathematics teaching which are fundamental, illustrative, and yet at the same time accessible to intending teachers. Whether this attempt is successful or not, I think depends on the amount of interpreting that the reader is prepared to undertake. Each paper is carefully written, but this book is certainly not intended for the casual reader; an example of "both elbows on the table" reading matter.

Unlike many collections of this type, the whole is greater than the sum of its parts and the eight papers do build up to form a coherent perspective on mathematics education.

However, the combined effect of all this writing served merely to convince me how far away we are from explaining the ingredients of successful teaching. Given how little we actually know about how an individual child learns, let alone how these difficulties are compounded when we are faced with thirty such individuals, it seems to me that a different "perspective" would be more appropriate. All we can hope to do in a course of initial teacher training is to *begin* the process of teacher education. For this process to continue it seems important that the teacher should *enjoy* doing mathematics, and by actually doing mathematics, begin the process of reconstructing her own mathematical knowledge.

Dylan Wiliam

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A cure for insomnia

DONALD EPERSON

It is significant that the author of *The Game of Logic* and a more serious treatise on *Symbolic Logic* published these books under his pseudonym, Lewis Carroll, whereas his mathematical books were produced under his proper name, the Revd C L Dodgson, lecturer in Mathematics at Christ Church, Oxford.

To many people logic is simply a form of mental gymnastics, or juggling with words, but to Carroll it was just a game for children to play with red and grey counters on a square board divided into four or eight regions. This simple apparatus enabled one to find the logical deduction, if any, from premisses such as (i) "All jokes are meant to amuse", and (ii) "No Act of Parliament is a joke".

His conclusion was, "some things that are meant to amuse are not Acts of parliament"!

I have a precious copy of his *Symbolic Logic: Part I: Elementary*, second edition, price two shillings, published by Macmillan and Co in 1896, two years before his death at the age of 65 years. The book contained an advertisement, stating that Part II: Advanced, would contain further investigations into syllogisms (as in Part I) and into Trilateral and Multilateral Propositions, Hypotheticals, Dilemmas, Paradoxes, etc etc while Part III: Transcendental, would deal with Analysis of a Proposition into its Elements, Numerical and Geometrical Problems, and many other *curiosa logica*.

One wonders whether any readers responded to his appeal for good examples of Fallacies, or out-of-the-way Problems, Dilemmas, or other Puzzles in Logic, to supplement the "quantity of MS in hand for Parts II and III, that remained unpublished".

There was a rumour current in the "naughty Nineties" that Queen Victoria, having read the Alice books with pleasure, asked for further books by the author. When she was presented with a copy of his booklet on Determinants, it was said that she was not amused. The author was outraged by this rumour, and published an indignant rejoinder: "P S I take this opportunity of giving what publicity I can to my contradiction of a silly story, which has been going the round of the papers, about my having presented certain books to Her Majesty the Queen . . ."

It is doubtful also whether the Queen would have enjoyed playing the game of logic, and discovering that the statements (i) "All cats understand French", (ii) "Some chickens are cats", point inevitably to the amazing conclusion that "Some chickens understand French."

Dodgson made better progress with his projected series of books under the general title, *Curiosa Mathematica*. My copy of Volume I, *A New Theory of Parallels*, is the revised fourth edition of. In it he proposed to replace Euclid's parallel Axiom, (the universal validity of which he doubted) by his own Axiom, illustrated on the front cover: "In every Circle, the inscribed equilateral Tetragon is greater than any one of the Segments which lie outside it." A series of propositions leads to his proof of the theorem that the sum of the angles of any triangle is two right angles, without using parallel lines.

Volume II, *Pillow Problems*, first published in 1893 was certainly a mathematical curiosity, being a collection of problems that Dodgson had composed and solved mentally while lying awake at night. In the first edition he stated that the problems had been "thought out during sleepless nights", but in the second edition the last two words were replaced by "wakeful hours", in order to allay the fears of friends who surmised, not unnaturally, that he suffered from insomnia. He did not recommend solving mathematical problems mentally when in bed as a cure for insomnia, but said that he preferred to have something definite to occupy his mind, rather than to be haunted by some worrying subject of thought that no effort of will could banish.

A modern reprint of the *Pillow Problems* by Dover Publications is obtainable by those who wish to see what Dodgson could achieve in solving problems without any visual aids.

The inventor considered the problems to be suitable for "the ordinary mathematician", but althought he confines himself to such elementary topics as geometry, algebra, trigonometry and probability, the would-be-solver needs patience, powers of visualization and good memorization in order to find the answer to the simplest of the problems without putting anything on paper.

Mental arithmetic is of value in everday life – an art which Humpty Dumpty never acquired, as he could not calculate the number of "unbirthdays" in a year of 365 days, until Alice showed him in her memorandum book that 365 – 1 = 354, which convinced him that "unbirthday presents" were preferable and should outnumber birthday presents.

Could you calculate mentally the number of "un-Sundays" in a year? Is the answer different in a Leap Year?

The beginner would be well advised to develop his or her powers of numerical calculation with some arithmetical problems such as this one which I devised during some wakeful moments one night in November 1974, though admittedly it is easier to invent puzzles for oneself than to solve those posed by others.

1. Find the sequence of remainders when 119 is divided in turn by the integers from 2 to 6 inclusive. Can you explain what you discover?

2. Next find the sequence of remainders when 419 is divided in turn by the intergers from 2 to 7 inclusive. Can you explain the result?

3. Can you find the smallest number which leaves the sequence of remainders 1, 2, 3, 4, 5, 6, 7 after division in turn by the integers from 2 to 8 inclusive?

If you prefer a geometrical problem, here is one.

4. O is the circumcentre of $\triangle ABC$, and A', B', C' are the reflections of A, B, C in the sides BC, CA, AB respectively. Show that all the sides of the hexagon AB'CA'BC' are equal in length. Is it true that pairs of opposite sides of the hexagon are parallel, and that its opposite angles are 2A, 2B and 2C?

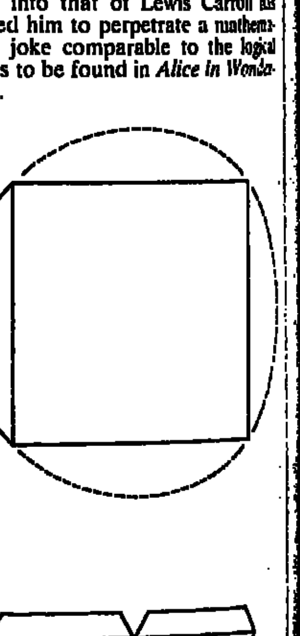
The most intriguing of the *Pillow Problems* was his calculation of the volume of a box with two square and eight equilateral triangular faces whose net is shown in the diagram. It has 16 equal edges and 8 vertices, and so satisfies Euler's formula V + F = E + 2.

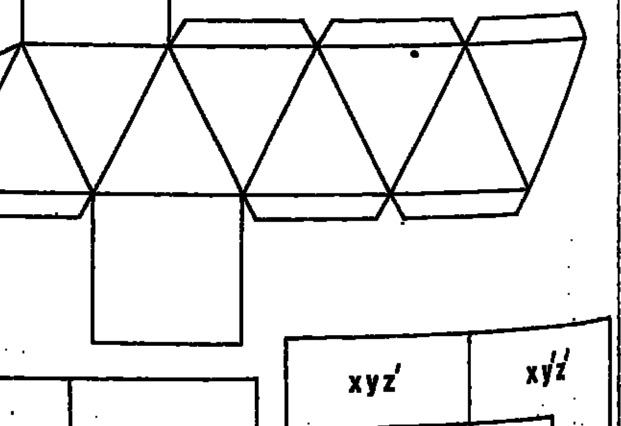
If you make two paper models of this Lewis Carroll box, and fix together a pair of their square faces, you will find that the double box has four vertices round its "waist" each of which, paradoxically, is formed by six equilateral triangles that do not make a flat surface.

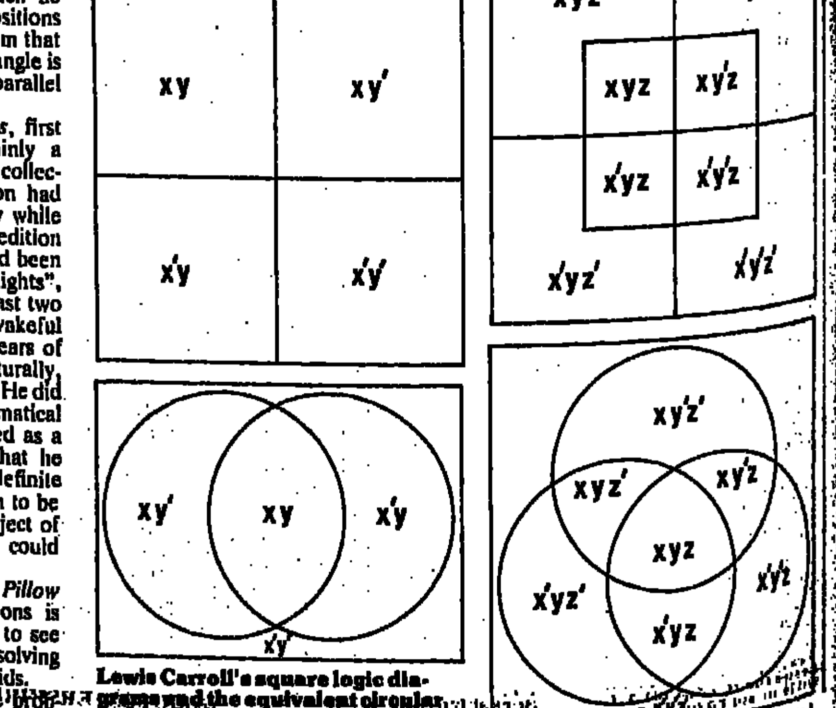
Only one of the *Pillow Problems* calls for critical comment. In the Introduction the author points to his solitary problem in "Transcendental Probabilities" – A bag contains two counters, as to which nothing is known except that each is either black or white. Ascertain their colours without taking them out of the bag.

Dodgson gives his answer in the Solutions he provides to all the problems: One is black, and one is white". His comment on this answer is: To the casual reader it may seem abnormal and even paradoxical, but I would have such a reader ask himself, candidly, the question, "Is not Life itself a Paradox?"

The mathematical argument that led Dodgson to this nonsensical answer contains a subtle fallacy in the theory of probabilities that the reader may wish to detect for himself. One suspects that either the Homer of Logic has nodded, or that a Jekyll-and-Hyde transformation of Dodgson's personality into that of Lewis Carroll has forced him to perpetrate a mathematical joke comparable to the logical jokes to be found in *Alice in Wonderland*.







Lewis Carroll's square logic diagrams and the equivalent circular Venn diagrams

THE TIMES EDUCATIONAL SUPPLEMENT 8.5.87

Commercial Subjects

Heads of Department

LONDON SW1
... COAT HOSPITAL
... see Careers Section. 131818

Scale 2 Posts and above

STAFFORDSHIRE
... TAYLOR HIGH SCHOOL
... Road, Barton-under-Needwood, Burton-on-Trent DE13 8AZ
Required for September, a qualified, experienced teacher (Scale 2) to take ... of BUSINESS STUDIES. The school has a ... tradition of taking ... subject to examination ... Ability to teach at least one other subject is essential.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (43389) 131820

Scale 1 Posts

BERKSHIRE
PROSPECT SCHOOL
...End Lane, Reading RG3
... 1300 (140 in 6th form) 11-18 Mixed comprehensive
Required for September 1987, a teacher for Typewriting and ... Studies, Scale 1. The ... has several very well equipped rooms for office studies and word processing and a fully equipped computer ...
... is a large 6th form RSA ... and the office studies ... is always oversubscribed ... in Years 4 and 5. The ... is a TVEI and CPVE ...
Apply by letter to the Headteacher with c.v. and the names and addresses of two referees. Closing date: 22nd ...
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31825) 131822

Computer Studies

Heads of Department

BERKSHIRE
PROSPECT SCHOOL
...End Lane, Reading RG3
11-18 Mixed Comprehensive NOR 1300 (140 in 6th form)
Required for September 1987 Co-ordinator (Scale 3) for Information Technology. The successful candidate to work in both the Computer Studies and Commercial Departments. The school has two computer ... and is well equipped with BBC and Amstrad computer systems. The school is a ... school in which the mode ... course was first developed.
Apply by letter to the Headteacher with c.v. and names and addresses of two referees. Closing Date: 22nd May.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31823) 132018

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
WOODFORD HIGH SCHOOL
... Lane, Ilford, Essex IG1 2UT
Tel: 553 2424/3838
Headteacher: Mr J. Barrow, B.D.
Required for: September 1987
Well qualified and experienced teacher of Computer Studies (Scale 3) to ... a well-equipped department.
This is a co-educational, multi-cultural, comprehensive school, and will be taking part in a new and exciting sixth form venture from September.
Interested applicants should telephone the Headteacher at the School in the first instance for further details.
Applications as soon as possible by letter with full C.V. together with the names, addresses and telephone numbers of 2 professional referees.
Removal and relocation expenses up to £3,200 are payable in approved cases.
London Weighting ... (31847) 132018

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
ARCHERS COURT SECONDARY SCHOOL
Honeywood Road, Whitfield, Dover, Kent
Required at this mixed Secondary School with approximately 800 on roll, 35 in the 6th Form, a well qualified and experienced teacher (Scale 2) for COMPUTER STUDIES. The school has a very well equipped and spacious Computer Laboratory, networked RML. Computer Familiarisation courses are taken by all 1st Year pupils and G.C.S.E. courses are followed in Year 4-6.
Letter of application giving full C.V. and the names and addresses of two persons to whom reference may be made should be sent immediately to the Headmaster at the school. (43491) 132020

STAFFORDSHIRE
THE BLAKE SCHOOL
Marston Road, Hednesford, Cannock WS12 4JH
Required for September, 1987 a well qualified enthusiastic teacher of COMPUTER STUDIES and INFORMATION TECHNOLOGY (Scale 2), to join a very lively and expanding department in this 11-18 school. The Department has a very forward looking approach to Computer Studies and Information Technology, and the successful applicant will be given much scope for expansion. Work at examination level will be available including 'A' Level, for a suitably qualified candidate.
Application forms and further details obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal Opportunity Employer.
Staffordshire County Council. (43390) 132020

Scale 1 Posts

EAST SUSSEX
HEATHFIELD SCHOOL
Cade Street, Heathfield TN21 8RJ
Comprehensive mixed, 11-18. Roll: 1025
From September: Teacher of Computer Science (Scale 1). This is an opportunity to join a successful and innovative department. Applicants welcome from new entrants to the profession, but there is a possibility of Scale 2 for a suitably experienced teacher. Ability to offer Mathematics or another subject is important.
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher. (43294) 132022

SUSSEX
NORTHEASE MANOR SCHOOL
Lewes
See entry under Special Education for opportunity to develop RM Networks. (31872) 132022

Craft, Design & Technology

Heads of Department

HAMPSHIRE
WESTON PARK GIRLS' SCHOOL
Winchfield Close, Southampton SO2 9JF
(12-16 Comprehensive NOR c400)
Required September Scale 3 Head of Technology and Information Studies - to introduce and develop C.D.T. to G.C.S.E. and take responsibility for teaching on Computer Studies to all levels. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. S.A.E. to School for full details.
Application by letter to Head with C.V. and names of two educational referees by 18th May. (31671) 132118

BERKSHIRE
PIGGOTT CE (CONT) COMP SCHOOL
Wargrave, Reading RG10 8DJ
Required for September, Head of Craft/Technology, Scale III or Head of Design (incoporating CDT/Art/Pottery/Needlework) Scale IV.
Integrated work and team teaching are important features in the life of the school and the successful candidate must show an interest in developing this type of approach. The successful candidate will be highly qualified and able to prepare pupils for the G.C.S.E. and 'A' level G.C.S.E. Examinations.
The present post holder is also in overall charge of the Design Department (CDT/Art/Pottery/Needlework) and is employed on a Scale IV.
Applicants with the right type of experience will be automatically considered for the Scale IV vacancy, but this should not deter young teachers with a high potential from applying for the Scale III post.
Application forms and further details from the Headteacher (SAE please).
Closing date: 22nd May 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31815) 132118

ESSEX
NICHOLAS SCHOOL
St Nicholas Lane, Laindon, Basildon
Tel: Basildon 43391
(Roll 1,000)
TVEI CO-ORDINATOR, HEAD OF CREATIVE STUDIES Scale IV
Energetic Curriculum Developer is required to spearhead the TVEI programme throughout the School, and to lead the Creative Studies Faculty which encompasses CD & T and Home Economics. Nicholas School is in the forefront of Industrial Liaison.
Relocation allowances payable in approved cases.
Apply by letter to the Headteacher at the School immediately enclosing cv and names of two referees. (43367) 132118

HERTFORDSHIRE
ALLEYNE'S SCHOOL
High Street, Stevenage SG1 3BE
Tel: 354145
Required September 1987, Head of Craft, Design and Technology, Scale 4. Experienced CDT teacher with proven organisational ability required, who can build on and develop modern design based courses in this TVEI school.
Courses on offer include Modular Technology, Manufacturing Technology, CDT - Design and Realisation. There are links with other departments for the teaching of the Hertfordshire Achievement Project Design and Manufacturing course and the 726 City and Guilds course for the sixth form.
The school has good facilities and there are plans for further investment in the CDT accommodation. Accommodation for a single person may be available in the school house. Hertfordshire operates a generous relocation and mortgage scheme in approved cases.
Application in writing to the Headmaster (sae) giving the names and addresses of two referees by 15th May 1987. (31807) 132118

LONDON SE11
ARCHBISHOP TENISON'S SCHOOL
55 Kennington Oval, SE11 5SR
Voluntary Aided Boys Church of England Comprehensive
Headmaster: Mr. D.D. Powell
Required for September. HEAD OF CDT, Scale 4.
Application forms and further details from the Headmaster at the school to whom they should be returned by 22nd May, 1987. (31382) 132118

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
ST. BENEDICTS R.C. HIGH SCHOOL
Birkenhead, Wirral
(11-18) (140 in the 6th Form)
Required for 1st September, 1987 HEAD OF CRAFT, DESIGN & TECHNOLOGY SCALE 4.
All applicants must be capable of teaching up to and including 'A' level.
Letter of application with curriculum vitae and the names and addresses of two referees to the Headmaster, c/o Bishop Challoner High School, Park Road West, Birkenhead by 15th May 1987. (31553) 132118

Scale 2 Posts and above

BROMLEY
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent BR2 9EH
Tel: 01-460 0083
For September 1987, a teacher of TECHNOLOGY, SCALE 2. The successful applicant will be expected to teach Technology throughout the school and be responsible for its continued development in years 1, 2 and 3. Technology is at present taught as a cross curricula subject by members of the CDT and Science staff. There are strong links between the Science and Computer Education departments and an interest in teaching Science and/or Computer Studies to GCSE level would be a major advantage.
Application forms and further details from/returnable to the Headteacher (large SAE please) by 19th May, 1987. (31470) 132120

CAMBRIDGESHIRE
(AN EQUAL OPPORTUNITY EMPLOYER)
HUNTINGDON AREA
ST. IVO SCHOOL
High Leys, St. Ives, Huntingdon, Cambs. PE17 4RR
1650 mixed 11-18 comprehensive
200 in sixth form
Scale 1 CDT
Required for September a CDT teacher able to teach from Foundation Studies to 'A' level. Special interest in design and communication and/or technology an advantage. Scale 2 offered for suitable candidate willing to take on further responsibilities but new entrants will be carefully considered.
Please write at once giving full c.v. to the Headmaster at the School. Further details will be sent by return (sae please). (37001) 132120

ENFIELD
LONDON BOROUGH OF ENFIELD
PERIPATETIC CURRICULUM SUPPORT TEACHER (C.D.T.) SCALE 3
For more information see under Peripatetic Posts. (37023) 132120

GLOUCESTERSHIRE ... display advertisement on Page 83. (00193) 132120

HAVERING
LONDON BOROUGH OF HAVERING
SANDERS DRAPER SCHOOL
Suttons Lane, Hornchurch RM12 6RT
Tel: Hornchurch 43068
(Roll 825 Mixed)
Headteacher: G.A. Macalpine, M.A., M.Sc.
Required for September 1987, teacher of Craft, Design and Technology. This is an outstanding department which is making a major contribution to the school and the Borough. Ability to teach graphical communication an advantage. Scale 1 or for an exceptional candidate, Scale 2 post available. Sanders Draper is 5 minutes walk from Hornchurch Station on the District Line.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (05298) 132120

HOUNSLOW
LONGFORD SCHOOL - Re-advertisement
Group 11 mixed comprehensive (NOR 890)
Head: D.W. Tanner B.A.
Tachbrook Road, Feltham, Middlesex TW14 9PE
Tel: 01-890 0245
SCALE 2 TEACHER OF CDT/TECHNOLOGY required for September 1987. The department will be moving to modern purpose-built workshops in mid-1988 as part of a major school building programme. A person is sought who can take responsibility for developing CDT/Technology in the new building, which is part of a community provision.
The new facilities will be equipped to the highest standards, including an extensive motor vehicle facility, computer-controlled machines, computer-aided graphics, dark room, cardboard engineering and multi-media workshops. They will be serviced by a Resource Area.
CDT is offered to all pupils in Years 1-3, to GCSE, as part of the Joint-Unit pre-vocational course and as part of the 'Creative Core' for 14-16 pupils. Two 'A' levels are offered in the Sixth Form.
Further details of the post and application forms are available from the Head at the school.
London Allowance £795 per annum.
CLOSING DATE: 15TH MAY 1987.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (31775) 132120

HOUNSLOW
LAMPTON SCHOOL
Lampton Avenue, Hounslow, TW3 4EP
Headteacher: Mr. D.M. Jordon, B.S.Econ.
(Co-educational: 850 pupils, 11-19 comprehensive)
Required for September, 1987 a teacher of CDT (Ability to teach Art may be an advantage but it is not essential). A scale 2 may be available for a suitable qualified candidate.
The successful candidate would work predominantly within the CDT department. Courses in Design Technology, Graphical Communication and Art are all available up to A level.
A new Technology with Science course is being developed in the 4th year from September, 1987 as well as a CPVE course in the 6th year and a prevocational course in the 4th year.
There are two well equipped workshops for CDT and a third being equipped for the Technology and Science course. There is also a specialist room for Graphical Communications as well as two modern, well designed Art rooms and a third room for which there is shared use.
This is an opportunity for an enthusiastic teacher with wide rather than narrow horizons.
Applications are welcomed both from experienced or probationary teachers.
Letters of application, including c.v. and names and addresses of two referees to be received within 10 days of the appearance of this advertisement, should be addressed in the first instance to the headteacher (s.a.e. foolscap, please). LONODN ALLOWANCE ....£795 Per Annum.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (31770) 132120

LONDON W14
THE CARDINAL VAUGHAN MEMORIAL SCHOOL
Addison Road, Kinsington, London W14
(Tel: 01-603 8478)
The Governors of this Voluntary Aided Catholic School for Boys, roll 584, 120 in the Sixth Form, (Girls admitted only in the Sixth Form), require for SEPTEMBER 1987 a TEACHER OF CRAFT, DESIGN & TECHNOLOGY (SCALE 2). The Governors are looking for an experienced teacher to join and help expand a department which at present provides courses in Craft, Design & Technology, Technology and Graphical Communication up to the Sixth Form. This is an opportunity to join the staff of a popular, successful and well-disciplined school.
Candidates are asked to write/telephone for application forms and are encouraged to visit the school. The closing date is 15th May. (31380) 132120

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
MOSSLANDS SCHOOL
Mosslands Drive, Wallasey L45 8PJ
(1300 boys, 140 in Sixth Form)
REQUIRED FOR 1st SEPTEMBER, 1987,
ASSISTANT TEACHER OF C.D.T. SCALE 2.
To join a large and progressive department with particular responsibility for co-ordinating a Foundation Course in C.D.T. in years 1 to 3.
Applications by letter to the Headmaster, with full C.V. and the names and addresses of two referees. (31545) 132120

ROME
ST. GEORGE'S ENGLISH SCHOOL
Seeks CDT teacher
Please see Overseas Section. (43248) 132120

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
Rush Green, Essex RM10 7UP
(Roll 910)
Required for September 1987:
A teacher of C.D.T. for this T.V.E.I. school, who can offer multi-media skills in this subject. We are looking for a committed, enthusiastic teacher to contribute to the continuing development of this expanding department which is housed in a recently built block. Applications from new entrants to the profession would be welcome. Scale 1 plus £1,215 per annum Inner London Allowance. The school is an 11-18 mixed comprehensive on one site, situated on the eastern boundary of the London Borough, adjoining the Green Belt corridor.
Reimbursement of removal expenses in approved cases.
Apply immediately in writing to the Headmaster, giving full c.v. and the names of two referees.
An equal opportunity employer. (37068) 132122

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Tel: 597125
Required for September 1987, a teacher of Craft, Design, Technology, Scale 1, to participate in all aspects of our full multi-material CDT courses. Specialist Graphics and Technology areas.
Applications to be sent as soon as possible to Clerk to the Governors accompanied by two testimonials and marked 'Applications'.
Bedfordshire is an Equal Opportunities Employer. (31925) 132122

BERKSHIRE
COX GREEN SCHOOL
Highfield Lane, Maidenhead
N.O.R.: 895
Required September 1987 an energetic and enthusiastic teacher of Craft, Design and Technology, Scale 1 to teach throughout the school in a well resourced developing design faculty.
Applicants should be willing to contribute to all areas of the department and demonstrate a high level of graphical skill. The school is well known for its success in this area of the curriculum and in 1985 produced the National Winners of the Young Engineer for Great Britain competition.
Applicants should phone the Headteacher (Maidenhead 29415) for further details and application form.
No closing date.
Berkshire has a scheme of the reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31819) 132122

BERKSHIRE
ASHMEAD SCHOOL
Northumberland Avenue, Reading RG2 8DJ
11-18 Boys Comprehensive
(NOR: 700
Required for September 1987 full-time teacher to join the Craft, Design & Technology Department. Scale 1/2 (according to experience). A range of specialisms will be considered.
Letters of application (naming two referees) and c.v. should be forwarded to the Head. Closing date: 19th May.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31822) 132122

BROMLEY
ST. OLAVE'S SCHOOL
Goddington Lane, Orpington, Kent BR6 9SH
Tel: 0689 20101
Required for September 1987: Graduate to teach CRAFT, DESIGN AND TECHNOLOGY to GCSE and A level in this voluntary aided selective school of some 600 boys (150 in Sixth Form). A willingness to give practical assistance within the School's wide ranging programme of extra curricular activities would be welcome.
Scale 1 plus £795 London Allownnce.
A Governor's house or flat may be available at an economic rate if this would be helpful.
Details/application forms from and returnable to the Headmaster (large SAE please) by 19th May, 1987. (31468) 132122

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
GREAT MARLOW SCHOOL
Bobmore Lane, Marlow SL7 1JE
Headteacher: Mr G Hunter
NOR: 710 Mixed 12-17
Required for September, 1987 an enthusiastic teacher of C.D.T. to join a developing department. An interest in technology and electronics may be an advantage. A commitment to a modular design orientated and pupil centred approach will complement the department's philosophy.
Please apply by letter to the Headmaster with names and addresses of two referees. Application forms and further details available on request (S.A.E. please). Accomodation may be available for a single person. (31841) 132122

EAST SUSSEX
RATTON SCHOOL
Park Avenue, Eastbourne BN21 2XR
Comprehensive mixed, 11-16. Roll: 960
From September: Teacher of C.D.T. (Scale 1) to join a thriving and successful department teaching all ages and abilities.
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher. Closing date: May 18th. (37109) 132122

HAVERING
LONDON BOROUGH OF HAVERING
See our advertisement for Craft, Design and Technology teacher under Secondary CDT, Scale 2 posts. (04863) 132122

KENT
COUNTY COUNCIL
MID KENT AREA
AYLESFORD SCHOOL
Teapot Lane, Aylesford, Kent ME20 7JU
(A mixed 11-16 High School in Thameside scheme roll 960)
Teacher of CDT Scale 1 for September 1987 to join a lively department of 3 other full time specialists. School is situated in a pleasant residential area 3½ miles north-west of Maidstone and is fully comprehensive in first 2 years.
Apply to Headteacher with C.V. and 2 referees. SAE please. (43492) 132122

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
RICHARD CHALLONER SCHOOL
Manor Drive North, New Malden, Surrey KT3 5PE
Tel: 01-330 5947
No on Roll: 611 (Boys 11-18 years)
A qualified and enthusiastic teacher of Craft, Design and Technology is required from September 1987, to join a well-equipped and expanding Department and to contribute fully across the whole range of ability, especially in the first 3 foundation years.
Interest in an area of specialism will be encouraged.
GCSE courses are currently offered in Graphic Communication and Design and Realisation.
Applications are also welcomed from students in their final year at College and candidates will be welcome to visit the School informally.
The School caters for Roman Catholic boys across the full range of ability and operates a mixed 6th form, federated with the local Convent School.
Assistance in finding accommodation is available.
A Scale 2 post may be available for a suitable experienced candidate London Allowance £795.
Application forms are available from the Headmaster, to be returned within 2 weeks from the date of this advertisement.
'An Equal Opportunities Employer'. (31882) 132122

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRL'S SCHOOL,
Fullers Way North, Tolworth, Surrey KT6 7LQ
Tel: 01-397 3854
No on Roll 1,000, 11-18 years 136 in the 6th form
For September 1987 a teacher of Craft Design Technology is required to join an expanding department in the 11-18 girls school. A commitment to design based approach is essential.
The school has a well equipped workshop, drawing office, electronics and computing suite. All the equipment is either new or up to date with CAD, CAL and CNC work in all year groups and all abilities. The department holds strong links across the curriculum and the successful candidate will be expected to further these links. The school is involved with the TVEI project and SERA Profiling Scheme. The successful candidate will be offered work in all year groups teaching CDT Design and Realisation, CDT Technology and CDT Design and Communication to GCSE examinations and a broad CDT lower school syllabus.
Scale 1 Post. London Allowance £795.
Interested applicants to apply immediately in writing to the Headteacher. Please include a full CV with names, addresses and telephone numbers of two referees.
An Equal Opportunities Employer. (31880) 132122

LONDON NW5
WILLIAM ELLIS SCHOOL
Highgate Road, London NW5 1RN
Tel: 01-267 9346
Headmaster: R.K. James, M.A.
11-18 Voluntary Aided Boys 4fe Comprehensive 825 on roll
TEACHER OF CRAFT, DESIGN & TECHNOLOGY, Scale 1 required from September, 1987. The Department is a successful and innovative one.
Applications by letter with full c.v. and the names and addresses of two referees to the Headmaster at the school. (43458) 132122

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22 8TE
GSA. 810 girls
Required for September 1987, a well-qualified technology teacher to join a thriving department.
Please see Independent Section for full details. (31140) 132122

NORTH YORKSHIRE

CDT TEACHER
WHITBY SCHOOL
Prospect Hill, Whitby YO21 1LA
Comprehensive 14-18 950 on roll (240 in Sixth Form)
For September 1987, (Scale 1). Department is involved in a wide range of courses to examination at 16, including all aspects of GCSE Design-Technology and makes a major contribution to Technology within the school's TVEI Course and has developed a range of enterprise activities, involving particularly many Foundation Course pupils. Advanced level work in Design is well established and well supported, and the Department contributes to the school programme of one-year courses in Year six.
Apply by letter a.s.a.p. to the Headmaster from whom further details are obtainable (sae please). (37330) 132122

SURREY

EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex
12-16 Mixed Comp. ENOR 1176
A Scale 1 teacher tutor of CRAFT, DESIGN, TECHNOLOGY required from September 1987 for this newly reorganised Secondary school due to open in September 1987.
Further details and application forms from the Headteacher: Tel: Ashford 243824. (43239) 132123

SUTTON

LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey SM1 3DY
Tel: 01-641 2080
(Co-ed comprehensive 11-18)
CRAFT, DESIGN & TECHNOLOGY - Scale I
Required for September 1987, a teacher of C.D.T. to join a progressive and enthusiastic team in a flourishing and successful school. Modular Technology is taught from Year 1. Candidates with an interest or experience in this area will be particularly welcome. Facilities are excellent and the department well supported.
In the first instance, letters of application with full c.v. to the Headteacher. Further details of the post and school on receipt of S.A.E.
(43252) 132122

WARWICKSHIRE

EXHALL GRANGE SCHOOL
Wheelwright Lane, Coventry CV7 9HP
Tel: (0203) 364200

Required for September 1987 at this all age, co-educational residential/day school for the visually and/or physically handicapped, person to teach CRAFT, DESIGN, TECHNOLOGY. Background in metalwork advantageous. Excellent facilities. Prospect of exciting developments sponsored through TVEI. Experience in Special Education not essential. Salary Burnham Scale 1(S). Accommodation available on site. Willingness to undertake residential duties, if required. The latter involves up to 15 hours per week (£2,949) plus sleeping-on allowance. Closing date for applications 22nd May.

For further information please contact the Headmaster.

Warwickshire is an equal opportunities employer. (37309) 132122

LONDON BOROUGH OF CROYDON

BUSINESS STUDIES

Peripatetic teachers of Business Studies are required to strengthen the existing team of centrally appointed teachers working in secondary schools.

We are hoping to recruit teachers with some successful experience of teaching Business Studies, who are seeking appointment of Scales 2 and 3. Teachers with substantial experience will be considered for appointment at Scale 4.

Considerable curriculum development in Business Studies has already taken place in the Authority, involving especially the use of computers and the Hampshire Business Studies Scheme. Posts in the peripatetic team offer excellent opportunities for professional and career development.

Posts tenable September 1987. Further details available from: Mrs Brady, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Telephone: 01-760 5603.

Closing date for applications 13th May 1987.

(17393)

CROYDON EDUCATION

WILTSHIRE

SHELDON SCHOOL
Hardenhuish Lane, Chippenham, Wiltshire SN14 6HJ

Tel: Chippenham (0249) 651216

Co-educational, 11-18 Comprehensive. NOR: 1030, Sixth Form: 100

Required for September 1987, a Scale 1 teacher of TECHNOLOGY to work within the Faculty of SCIENCE AND TECHNOLOGY and to join a team of 16 full time teachers, offering an exiting and innovatory programme of project, control and modular technology as well as a range of science courses.

Sheldon is a Wiltshire TVEI pilot school and was a Curriculum Award winner in 1984.

Application form and further details are available from the Headteacher on receipt of SAE (8½ by 4 minimum). Applications from new entrants to teaching will be welcome.

Closing date: Wednesday, 20th May 1987.

An Equal Opportunities Employer. (31728) 132122

Economics & Business Studies

Heads of Department

CAMBRIDGESHIRE COUNTY COUNCIL

An Equal Opportunity Employer

HINCHINGBROOKE SCHOOL
Brampton Road, Huntingdon, Cambs.

NOR 1650

HEAD OF SOCIAL STUDIES - SCALE 3

Required for September, well qualified and experienced economist to head of Social Studies.

The Department plays a major role in the 14-18 curriculum of this large comprehensive school. Courses include G.C.S.E., Social Science, A level Economics, Politics & Government and Sociology, together with one year 6th Form courses. Interested 4th/5th year personal and social education course, community service and school industry links especially welcome.

Fully developed comprehensive school in outstanding setting serving Huntingdon and neighbourhood. Willingness to undertake extra-curricular activities highly desirable.

Please apply to the Headmaster (no forms) enclosing C.V. and names and addresses of two referees and SAE for further details.
(31902) 132218

SHROPSHIRE

IDSALL SCHOOL SHIFNAL
Coppice Green Lane, Shifnal, Shropshire TF11 8PD

Tel: Telford 460215

11-18 Mixed Comprehensive School

Required for September 1987, Permanent, Full-time Scale 3 Teacher for Head of Business Studies/Economics to GCSE level. Forward looking, thriving, dynamic and exciting post for an enthusiast with technological and academic expertise, wizardry and devotion.

Application forms and details from the Head (SAE required).
(43503) 132218

HOUNSLOW

ISLEWORTH AND SYON SCHOOL
Ridgeway Road, Isleworth, Middlesex TW7 5LJ
Headteacher: Mr A.C. Phillips
Group X School
HEAD OF DEPARTMENT (Scale 3)
ECONOMICS WITH BUSINESS STUDIES
A Scale 3 Head of Department for Economics with Business Studies is required for September in this 5 F.e. Boys' Voluntary Controlled comprehensive school.
Economics is a very popular subject in the school and is taught at both GCSE and A-levels. Business Studies is presently mainly taught as part of our pre-vocational courses (P.V.P. and C.P.V.E.) but it is hoped to expand this commitment in the future.
Applications for further details of the post and should be addressed to the Headteacher. Potential candidates are encouraged to visit the school before submitting their final applications.
Closing date for receipt of applications is Tuesday 19th May. Interviews will be held on Thursday 28th May 1987.
London Allowance £795 per annum.
We are an Equal Opportunity Employer. (43412) 132218

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford, Essex IG2 6HX

Tel: 554 3608, 518 1471

Headteacher: Mr R.G. Baker, B.Sc.

Required from September 1987: Head of Business Studies department (Scale 3) for this popular 6 f.e., mixed, 11-18 Comprehensive school.

The department has a wide range of courses including 'A' level Economics, Business Studies, GCSE Economics, Accounting, Commerce and Keyboarding. There is also a major input into TVEI modules, including word-processing, Understanding British Industry, I.T., and 'mini-companies'.

Interested applicants should telephone the Headteacher at the school in the first instance, and apply in writing with full c.v. giving the names, addresses and telephone numbers of 2 professional referees.

Removal and relocation expenses (up to £3,850) are payable in approved cases.

London Weighting (£795). (04881) 132218

SUTTON

LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennell Road, Suttin, Surrey SM1 3DY
Tel: 01-641 2080
(Co-ed comprehensive 11-18)
HEAD OF BUSINESS STUDIES - Scale 4
Required for September 1987, a Head of Department to lead a highly successful, progressive and well equipped department with courses in B.S. and I.T., Accounts, Law, Typing and Shorthand to GCSE, RSA, Pitmans and 'A' levels.
Applications by letter, with c.v. and names and addresses of two referees, with SAE. Closing date: 15th May, 1987. (43254) 132218

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
ST. BENEDICTS R.C. HIGH SCHOOL
Birkenhead, Wirral
(11-18) (140 in the 6th Form)
Required for 1st September, 1987 HEAD OF BUSINESS STUDIES - Scale 2.
All applicants must be capable of teaching up to and including 'A' levels.
Letters of application with curriculum vitae and the names and addresses of two referees to the Headmaster, c/o Bishop Challoner High School, Park Road West, Birkenhead by 15th May 1987. (31550) 132218

Scale 2 Posts and above

BUCKINGHAMSHIRE

COUNTY COUNCIL
GREAT MARLOW SCHOOL
Bobmore Lane, Marlow SL7 1JE
HEADTEACHER: Mr. G. Hunter
NOR: 710 Mixed 12-17
An enthusiastic and committed teacher required for September 1987, to assist with the development of a rapidly growing Business Studies Department. Presently 4th and 5th year pupils follow the Hampshire Business and Information Studies Course to GCSE and other courses comprise of typewriting (RSA) Commerce (GCSE), Office Practice (Pitmans) and City and Guilds examination groups. The school has a networked computer room with RML 480Z Computers and a Business Studies Room equipped with BBC computer as well as manual and electric typewriters. TVEI extension scheme is planned to be incorporated in September 1988. Scale 2 post available for suitable applicant.
Letters of application including full c.v. and the names of [illegible] referees should be sent to the Headteacher. Further details may be obtained from the school on request (s.a.e. please). (31859) 132220

DORSET

STURMINSTER NEWTON HIGH SCHOOL
Bath Road, Sturminster Newton DT10 1ZT
(11-16 Mixed Rural Comprehensive, 580 on roll)
Tel: Sturminster Newton (0258) 72642
Required for September, Teacher of Business Studies to be responsible for a small but highly successful and well-equipped department. As one of Dorset's TVEI Schools, exciting new developments are being pioneered. Scale two post available for a well-qualified and experienced teacher.
Apply as soon as possible by letter to the Headteacher, enclosing full CV and names and addresses of two professional referees.
Further details can be obtained by telephoning the school. (43279) 132220

STAFFORDSHIRE

WILNECOTE HIGH SCHOOL
Tinkers Green Road, Wilnecote, Tamworth B77 5LF
Required for September, 1987, teacher for ECONOMICS to 'A' Level together with work in other aspects of 'Humanities' (Geography, History, R.E., P.S.E.). Scale 2 permanent post for suitable candidate; applications from 'New Entrants' welcome.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (43389) 132220

Scale 1 Posts

BERKSHIRE

RANELAGH C.E. (AIDED) SCHOOL
Ranelagh Drive, Bracknell
N.O.R.: 744
Required September, 1987, Teacher of Economics (Scale 1) to teach the subject to GCSE and to Advanced Levels. This post arises from the expansion of the department and a good share of A Level work will be available. A second subject will be required. History would be an advantage, but is not essential. This Voluntary Aided CE comprehensive has Sixth Form of 160 A level students.
Further details and application forms from the Headmaster (s.a.e.) Tel: 0344 421233.
Closing date: 22nd May
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31814) 132222

BERKSHIRE

BRIGIDINE CONVENT SCHOOL
Windsor
Tel: 0753 863779
Independent Girls' School (11-18 years)
Required for September 1987. PART TIME EXPERIENCED TEACHER OF BUSINESS STUDIES, TYPING AND OFFICE PRACTICE - Pitmans Examinations taken to Advanced Level.
Salary according to nationally agreed scales.
Please apply with c.v. and names and addresses of two referees to the Headmistress. (43485) 132222

DORSET

STURMINSTER NEWTON HIGH SCHOOL
Please see main advertisement under scale two posts.
(43278) 132222

EAST SUSSEX

LONGHILL SCHOOL
Falmer Road, Rottingdean, Brighton BN2 7FR
Comprehensive mixed, 11-16.
Roll: 840
From September: Business Studies/Typing Specialist (Scale 1) to teach Business Studies and Typing, and to be responsible for their development in the school. This will include closer links with Information Technology.
Relocation grants in approved cases.
Application forms (sae please) from and returnable to the Head Teacher.
(37107) 132222

KENT

TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
(Voluntary Aided Grammar School of 680 boys: 180 in Sixth Form)
Required for September 1987: a graduate to teach ECONOMICS to 'A' level. Ability to teach in addition History, or alternatively Mathematics, will be a recommendation, as well a keeness to assist with activities outside the classroom.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PG enclosing curriculum vitae, stating interests and naming two referees. (43493) 132222

WEST SUSSEX

IFIELD COMMUNITY COLLEGE
Lady Margaret Road, Ifield, Crawley, Sussex
Scale 1 Teacher for BUSINESS & INFORMATION STUDIES. The school has well develped courses in keyboarding and business studies, and expects to introduce Business and Information Studies in September, 1987.
Applicants should be familiar with word processing techniques and micro-computers in [illegible] with this integrated approach [illegible]
Apply Headteacher - s.a.e. please. (43518) 132222

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SIMON LANGTON GIRLS' SCHOOL
Old Dover Road, Canterbury, Kent
(820 girls)
Required for September a teacher of Economics with History (Scale 1) at this four-form entry grammar school. The current post combines 'A' level Economics with a largely History timetable.
Founded in 1881 and now handsomely sited on the City outskirts, the school combines curricular development with high academic standards; We enjoy relations with the University of Christ Church College.
Details may be obtained from the Headmaster (0227 463711) to whom a letter of application should be written as soon as possible stating qualifications and experience in full, and giving the names of two referees. Candidates who provide a second s.a.e. will hear by June 5th.

MID KENT AREA

THE CORNWALLIS SCHOOL
Linton, Maidstone, Kent ME17 4HX
Enthusiastic teacher of Business Studies for September 1987. The school is a Pilot School for the GCSE Business and Information Studies Course. Newly installed networked Nimbus computers and electronic typewriters are in use in the specially designed rooms. A GCSE keyboarding course is also offered.
Further details and application form from the Headteacher on Tel: 0622 43152.
(43494) 132222

MERTON

URSULINE HIGH SCHOOL
15 The Downs Wimbledon, London SW20 8HD
Girls' Roman Catholic Comprehensive High School 13-18 (8f.e.), 870 on roll, 200 in the 6th Form
Required September full-time teacher to teach Economics at A Level and History at least to G.C.S.E. Level.
Scale post available for suitable applicant.
Applications to the Headteacher with names and addresses of two referees and s.a.e. for acknowledgement.
(05368) 132222

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
MUNICIPAL BUILDINGS
Cleveland Street, Birkenhead L41 6NH
The Authority will be appointing for SEPTEMBER, 1987 ASSISTANT TEACHERS OF ECONOMICS - SCALE 1. Able to teach the subject up to 'A' level.
Application forms available from the Director of Education, at the above address to whom they should be returned by Monday, 18th May, 1987. (31549) 132222

English

Heads of Department

HAMPSHIRE

RE-ADVERTISEMENT
ALL HALLOWS R.C. (S.A.) SCHOOL
Weybourne Road, Farnham, Surrey GU9 9HF
Comprehensive Mixed 11-18
N.O.R. 1000
Required for September 1987. Scale 4 post. Head of English to teach English and Communication Studies throughout the School. Graduate required. R.C. preferred. Closing date 19th May 1987.
Please apply to the Headteacher by letter enclosing an s.a.e. for details. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31672) 132418

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
WILMINGTON GRAMMAR SCHOOL FOR BOYS
Common Lane, Wilmington, Dartford, Kent DA2 7DA
400 on roll
Required for September 1987 Head of English (Scale 3)
The person appointed will have a balanced view of English teaching and build on recent initiatives. Successful experience with drama would be an asset.
For details Tel: Dartford (0322) 23090.
London fringe allowance.
Easy access to A2/M2, M20 and M25; pleasant semi-rural situation.
Apply to Headmaster by letter and c.v. giving names of two referees by one week following date of advertisement. Preliminary visit welcome. (43495) 132418

WEST SUSSEX

HEAD OF ENGLISH
WESTGATE COMMUNITY COLLEGE
(Group 9, mixed comprehensive)
Salary Scale 3
Required. September 1987, Head of English Scale 3.
Application form and further details available from Headteacher, Westgate Community College, [illegible], Chichester, West Sussex PO20 6RE (s.a.e. please) (31693) 132418

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
HILBRE SECONDARY SCHOOL
Frankby Road, West Kirby, Wirral
(11-18 Secondary Modern School, 755 pupils on roll)
Required for September 1987 HEAD OF ENGLISH SCALE 4. THE [illegible] appointed will lead a [illegible] department offering G.C.S.E. Language and Literature, 'O' level Literature and C.P.V.E.
Apply by letter giving full curriculum vitae and names and addresses of two referees to the Headteacher as soon as possible.
(31554) 132[illegible]

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
WEST KIRBY GRAMMAR SCHOOL FOR GIRLS
Graham Road, West Kirby, Wirral L48 5DP
REQUIRED FOR SEPTEMBER, 1987, HEAD OF ENGLISH DEPARTMENT SCALE 4.
Application form and further particulars available from the Headmistress at the school to whom completed forms should be returned as soon as possible.
(31456) 132418

Scale 2 Posts and above

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
THORNTON SCHOOL
TEACHER OF ENGLISH (Scale 2)
Required for September, an enthusiastic, suitably qualified (good honours graduate preferred) and experienced teacher of English. This dynamic and successful department offers 'A' level (Alternative Syllabus) and G.C.S.E English Language and Literature courses (100% coursework).
The successful candidate will be expected to maintain the high standard and currency of philosophy and policies of the department. However, there is scope for further development and initiative in the department and it is hoped that candidates will indicate any areas which they would like to introduce and develop. A willingness to contribute to extra-curricular activities is essential.
Application forms and further details may be obtained (s.a.e. please) from the Headmaster, Thornton School, Leaventhorpe Lane, Thornton, Bradford BD13 3BH, to whom completed forms should be returned by 18th May, 1987.
Reference ET 44787/TES
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability, who meet the requirements. (31733) 132[illegible]

DORSET

BLANDFORD UPPER SCHOOL
Milldown Road, Blandford DT11 7SQ
(13-18 Mixed. 710 on roll Group 11)
Required September 1987 Teacher of English and Drama (Scale 2), who will co-ordinate Drama teaching within the school.
Please telephone the school for further details and application form. (Tel: Blandford (0258) 51121). Completed application forms to be returned by 18th May, but early applications will be appreciated.
(43281) 132[illegible]

ENFIELD

LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1[illegible]
Mixed Comprehensive 11-18
Roll 950
Required September 1987 a suitably qualified and experienced teacher of ENGLISH (Scale 2), able to assist in the running of a successful and well-established Department and assume a special responsibility for the Library and Learning Resources Area in the Upper School. The successful candidate will be based in the Upper School and will work mainly with examination groups in years 4, 5 and 6.
London Allowance, £795.
Apply by letter with curriculum vitae and names and addresses of two referees to the Head Teacher. Closing date 15th May 1987.
An equal opportunity employer. (31577) 132[illegible]

HAMPSHIRE

JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke RG24 9AB
Mixed Comprehensive 11-16 years, No. on Roll: 850
Wanted for September 1987 Second in the English Department Scale 3.
Send S.a.e. for details and application form.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31491) 132418

HAMPSHIRE

TEST VALLEY SCHOOL
Romans Road, Stockbridge SO20 6HA
11-16 Mixed Comprehensive
Required September 1987 Scale 2 Teacher of English with Interest in Drama would be welcome.
S.A.E. to Headteacher for full details.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31487) 132418

SECONDARY ENGLISH

continued

HEREFORD & WORCESTER

HEREFORD & WORCESTER COUNTY SCHOOL, Stourport on Severn DY13 8AX
Required for September 1987 a Scale 3 Teacher of English to teach all levels and abilities up to A level. The school is involved in many new initiatives and is hoping to appoint an experienced and imaginative teacher who can continue to develop drama. This is a challenging post that will suit an applicant wishing to further his/her career within a progressive school.
Apply immediately. Further details from The Head Tel: No. Stourport on Severn 2333.
(31749) 132420

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WESTBOROUGH HIGH SCHOOL
Stockhill Street, Dewsbury WF13 2JE
Ref: 1846
Required for September 1987 a SCALE 2 teacher to be in charge of LOWER SCHOOL ENGLISH and Library in this 11-16 mixed multicultural comprehensive school.
Application forms and further details from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants.
(31940) 132420

LONDON NW5

WILLIAM ELLIS SCHOOL
Highgate Road, London NW5 1RN
Tel 01-267 9346
Headmaster R.K. James, M.A.
11-18 voluntary aided boys 4fe comprehensive 825 on roll
SECOND IN THE ENGLISH DEPARTMENT, SCALE 3
The Governors of the School wish to appoint a suitably qualified and experienced teacher to this imaginative and lively department. Responsibilities would include coordination of examination work, resources, drama and the BHG linked Humanities course. There is a great deal of scope in an innovative and talented department which also teaches a large number of courses to 470 students in the Joint Sixth Form with Parliament Hill Girls' School on an attractive site. Candidates are welcome to visit the school.
Applications by letter with full c.v. and the names and addresses of two referees to the Headmaster at the school, from whom further details may be obtained with S.A.E.
(45457) 132420

WARWICKSHIRE

STUDLEY HIGH SCHOOL
Crooks Lane, Studley B80 9QX
Required from September 1987 a temporary full-time teacher of English to cover the absence of a member of staff on maternity leave. The successful applicant will be required to teach across the entire age and ability range, and will be responsible for co-ordinating Lower School English.
Written applications, giving full c.v. and including the names and addresses of two referees, should be sent to the Head at the school (enclose s.a.e.).
Warwickshire is an equal opportunities employer. (37304) 132420

WEST SUSSEX

THE HOLY TRINITY C. OF E. SCHOOL
Buckswood Drive, Gossops Green, Crawley, Sussex
Teacher of ENGLISH with responsibility for the School Library Scale 2 required September, 1987 for this Group 11 mixed 11-18 Aided Church of England comprehensive school. Well qualified graduate able to teach up to Advanced level and to contribute to the Christian ethos of the school.
Further details from Headmaster (s.a.e. please).
(43289) 132420

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
ST BENEDICTS R.C. HIGH SCHOOL
Birkenhead, Wirral
(11-18) (140 in the 6th form)
Required for 1st September, 1987 TEACHER OF ENGLISH SCALE 3.
All applicants must be capable of teaching up to and including 'A' level.
Letters of application with curriculum vitae and the names and addresses of two referees to the Headmaster, c/o Bishop Challoner High School, Park Road West, Birkenhead by 15th May, 1987 (31551) 132420

Scale 1 Posts

BEDFORDSHIRE

EDUCATION
STRATTON UPPER SCHOOL
Eagle Farm Road, Biggleswade
Tel: Biggleswade 312745
Required for September 1987, a Teacher of English, Scale one.
Application forms and further details from the Head. S.A.E. please.
Equal Opportunities employer. (31884) 132422

CUMBRIA

THORNCLIFFE SCHOOL
Thorncliffe Road, Barrow in Furness LA14 5QP
County Comp. M 11-18 NOR 969
TEACHER OF ENGLISH Sc. 1
Required for Sept. 1987 a full time teacher to teach English throughout the school. You will be expected to take on a GCSE examination role in both Language and Literature.
Application form and further details from the Head at the School to be returned a.s.a.p.
(31745) 132422

DORSET

CASTLEFIELD SCHOOL
Queens Avenue, Dorchester DT1 2ET
(Girls Comprehensive, 13-18, 650 pupils)
Required for September 1987, teacher of English (Scale One) to teach up to 'A' Level. This is a temporary appointment for one year.
Please telephone the school (Dorchester 0305 66064) for further details and application forms. Completed application forms to be returned to the school as soon as possible.
(43277) 132422

DUDLEY

HALESOWEN (TERTIARY) COLLEGE
Please see advertisement under Colleges of Further and Tertiary Education.
(37338) 132422

EAST SUSSEX

CARDINAL NEWMAN R.C. SCHOOL
Upper Drive, Hove BN3 6ND
Comprehensive mixed, 11-18.
roll: 1600
From September: Teacher of English (Scale 1). The successful candidate will join a flourishing Faculty which has a very successful Drama G.C.S.E. course and which has strong courses at A-level.
Relocation grants in approved cases.
Application forms (sae please) from and returnable to the head Teacher.
(31795) 132422

EAST SUSSEX

HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive mixed, 11-18.
Roll: 1350
From September: English Teacher (Scale 1) to teach at all levels.
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher.
(37108) 132422

BELLE VUE GIRLS' SCHOOL, Thorn Lane, Bingley, Road, Bradford BD9 6NA

This is a 13-18 Upper School, F.E. 180, 100 in the 6th Form.

SCALE 1 POSTS required for September 1987. This is a multi-racial girls' school with a majority of Muslim pupils. We require staff, enthusiastic about developing the potential of girls, to join a team fully committed to new initiatives in education. All staff are expected to play a part in the personal and social development course. The school has an across-the-curriculum language policy with support staff in each area. All staff are expected to be fully involved with this programme. A commitment to equal opportunities and multi-cultural education is essential. A knowledge of a minority language would be an advantage.

1. ENTHUSIASTIC SCALE 1 MUSIC TEACHER required to develop a music curriculum in this school, bearing in mind the various cultural backgrounds of our pupils We would hope to see this area developing eventually to G.C.S.E. As this is a new venture, resources will be made available. This would be only a part timetable initially so candidates should state what other subject they could offer. *Ref. ET44987/TES*
2. SCALE 1 P.E. TEACHER required to teach physical education within the Faculty of Creative and Expressive Arts. Experience or interest in personal programmes with unit accreditation, assertiveness training and self defence courses would be an advantage. *Ref. ET45087/TES*
3. SCALE 1 TEACHER OF DESIGN required to develop a design curriculum in this shool We would hope to see this subject developing eventually to G.C.S.E. and A-level. As this is a new department, resources will be made available. *Ref. ET45187/TES*
4. SCALE 1 SOCIOLOGY TEACHER required to initiate an A-level course in this subject As this is a new development, resources will be made available. There would also be some teaching required in the Lower School in the Integrated Humanities Course. We expect to adopt the Manchester Modular Humanities course shortly. *Ref. ET45287/TES*
5. SCALE 1 R.E. TEACHER required, prepared to develop this course within the school. It is taught at G.C.S.E and at A-level, this latter is London Board with the Islamic Option. The Bradford Agreed Syllabus is taught throughout the school as part of the Personal and Social development course. You would be expected to organise the R.E element of this course This would only be a part timetable initially so candidates are asked to state what other subject they could offer. *Ref. ET45387/TES*
6. SCALE 1 TEACHER OF SCIENCE AND TECHNOLOGY required to contribute to the development of balanced science and science based technology courses in the school A physical scientist or engineer is preferred and 'A' level work in their subject specialisms might be available to a suitable candidate. A knowledge of electronics and/or computing might be an advantage. *Ref. ET45487/TES*
7. SCALE 1 MATHS TEACHER required to join an enthusiastic department. S M.P. 11-16 has been successfully introduced into years 3 to 5 and J.M.B. Pure and Applied Maths is a popular choice at 'A' level. You must be willing to teach across the full ability range. Job share applicants will be considered. *Ref. ET45587/TES*
8. SUITABLY QUALIFIED SCALE 1 ENGLISH TEACHER required to join the English Dept in this multi-cultural school. You will work closely with support and E2L staff within the language policies of the school. The department includes a full range of courses including 'A' level, A/S level and C.P.V.E. in the Sixth Form with G.C.S.E English and Literature in 4th/5th years. Modular and cross curricular work is being introduced and unit accreditation. *Ref. ET45687/TES*
9. SCALE 1 CPVE TEACHER required to join a small multi-disciplinary team A willingness to teach across curriculum areas is essential. Work will include being a sixth form tutor and teaching Personal and Social Education. An ability to offer Modern Languages and/or Business Studies/Technology in the lower school would be an advantage. It may be possible to offer the post on a job-share basis. *Ref. ET45787/TES*
10. TWO SPECIAL NEEDS TEACHERS (Scale 1 Temporary, due to Secondment, Scale 1 permanent) required to join the Special Needs support team. The team is extensively involved in mainstream support, particularly with regard to the school's language across the curriculum policy. You will be expected to undertake some mainstream teaching and to be committed to the school's pastoral programme. *Ref. ET45887/TES*

Further details about the above 10 posts may be obtained from the Headteacher, Mrs. P. M. McElroy.

BELLE VUE BOYS SCHOOL, Thorn Lane, Haworth Road, Bradford BD9 6ND

This is a 13-18 Comprehensive Upper School set in a pleasant semi-rural setting on the outskirts of Bradford.

1. ENTHUSIASTIC TEACHER required for September 1987 to run the G.C.S.E. Business and Information Studies course (Scale 1). You will be working with BBC and/or Nimbus networked systems and a knowledge of these systems is desirable but not essential. An understanding of the Business Application of computer systems is necessary as well as a commitment to mixed ability teaching and multi-cultural education. *Ref. ET46087/TES*
2. GRADUATE MATHEMATICIAN required for September, to teach up to, and including Advanced Level. (Scale 1). It is expected that Pure Mathematics and Statistics will be introduced as an Advanced Level option and thus an interest in Statistics will be expected from the successful candidate. The school has a strong mathematical tradition and at present offers Pure Mathematics and Mechanics and Further Mathematics at Advanced Level and G.C.S.E. and numeracy courses throughout the school. *Ref. ET46187/TES*
3. SCALE 1 TEACHER OF ENGLISH AND HISTORY required for September at this multi-cultural (13-18) boys' comprehensive school. You will be expected to teach English at all levels up to and including G.C.S.E. Language and Literature and some History, mainly in the third year. Both departments maintain excellent academic standards; the English department working closely with a committed Language Support team. You should have a flexible approach and commitment to a multi-cultural education and who is willing to play a full part in these enthusiastic departments. *Ref. ET46287/TES*
4. SCALE 1 TEACHER OF PHYSICS TO AT LEAST G.C.S.E. LEVEL required for September 1987. The School has a well organised, successful Physics Department where Physics is taught to the whole of the G.C.S.E. ability range. Sixth form classes are large and some sixth form work may be available to a suitably qualified candidate. An interest in the technological applications of the subject would be an advantage. *Ref. ET46387/TES*
5. SCALE 1 TEACHER required for September, for pupils with Special Education needs, to teach mainly English and Maths with groups of 13-16 year old boys. There is the possibility of support work in other areas of the curriculum. You must be sympathetic to the multi-cultural aims of the School. *Ref. ET46487/TES*
6. ENTHUSIASTIC AND COMMITTED SCALE 1 TEACHER OF INFORMATION TECHNOLOGY required for September 1987 to join a well-established department, to assist in teaching Information Technology across the curriculum. The school has two fully networked labs. of BBC and RM Nimbus microcomputers, and a range of control technology equipment. It is expected that you will teach across the entire ability range using and applying a wide range of software packages. Detailed technical knowledge is not required but a willingness to pursue computer applications in all subject areas is desirable. *Ref. ET46587/TES*

Further details about the 6 above posts may be obtained from the Headteacher. Closing date for receipt of applications is 22nd May 1987.

ST BEDE'S GRAMMAR SCHOOL, Highgate, Heaton, Bradford BD9 4BQ
PERMANENT, FULL-TIME TEACHER OF RELIGIOUS EDUCATION SCALE 1 required for September 1987 This is a Roman Catholic School with a liturgical and community commitment and possesses a well-resourced Religious Education Department. Further details are available from the Headteacher on (0274) 41221. *Ref. ET48787/TES*

BECKFOOT GRAMMAR SCHOOL, Wagon Lane, Bingley BD16 1EE

This is a mixed 13-18 Comprehensive School with 967 on roll and 100 in the Sixth Form.

ENERGETIC AND ENTHUSIASTIC TEACHER OF FRENCH AND GERMAN required for September 1987 at this school set near the Dales to share in the teaching of both languages throughout the school. You will be joining a strong departmental team, experienced in the teaching of "Languages for All" in a school where a foreign language has a well-established role in the compulsory core curriculum to 16. Experience of this type of work would be an advantage, though newly qualified teachers with appropriate teaching practice experience would be welcome. Sixth Form work available for suitably qualified candidate. Please send s.a.e. for job description and application form to the Headteacher. *Ref. ET46687/TES*

CARLTON BOLLING SCHOOL, Undercliffe Lane, Bradford BD3 0DU

1. TEACHER OF ENGLISH, Scale 1 required from September. Interest in Media Education/Communication Studies and Information Technology desirable. English is taught in mixed ability tutor groups in a purpose built suite of rooms, including a staff resource and work room The Faculty has good access to AVA and has 6 Nimbus computers within the Faculty for word processing and information technology. We seek an enthusiastic and creative teacher of English willing to take part in curriculum development and committed to multi-cultural education. The Faculty is developing Media Education Interest and or experience in this area is particularly sought. *Ref. ET46787/TES*
2. TWO QUALIFIED MATHEMATICS TEACHERS for Scale 1 permanent appointments required to join our lively and enthusiastic team in September. The Faculty is committed to the teaching of mixed ability form groups throughout the School, and a great deal of emphasis is put on the individual needs of each student. The Department employs the SMILE individualised learning scheme, which leads to the Southern Examing Groups GCSE in Mathematics The Department is well prepared for the new demands of GCSE and already has experience in assessing coursework and investigational work. We also offer a number of the NEA's NPRA Units in Mathematics. In the 6th Form we have an open 6th Form Lab where students and adults can follow a wide range of courses for GCSE and CPVE; we also offer the JMB Pure and Applied Mathematics "A" level (two sets). It is hoped, that applicants would have some knowledge or experience of mixed ability teaching and individualised learning schemes Experience in the teaching of "A" level Mathematics (Applied or Statistics) would be an advantage *Ref. ET46887/TES*
3. PERMANENT SCALE 1 TEACHER OF PHYSICAL EDUCATION (BOYS) required for September 1st who is also able to offer approximately one-third English teaching. You must be able to offer a substantial range of Physical Education teaching and be able to teach English in continuously assessed G.C.S.E. courses. In both faculties the successful candidate will have a hard but rewarding job, well supported by established caring teams of colleagues. *Ref. ET46987/TES*
4. SCALE 1 PERMANENT TEACHERS required for September 1st, qualified for Special Educational Needs teaching. Applications are invited for full time or part time work. You will join a highly qualified team whose work is mainly mainstream support and modular withdrawal with short term objectives The team enjoys high status and is in great demand from other faculties. *Ref. ET47087/TES*
5. PERMANENT SCALE 1 TEACHER OF HOME ECONOMICS required for September 1st to join a forward thinking team within the Faculty of Expressive Arts. The curriculum is entirely modular, leading to qualifications in Food and Nutrition, Child Care and Textiles, as well as to more general Expressive Arts qualifications. We seek candidates who can contribute to all of these courses, and who can join with colleagues in curriculum development. The Department teaches in a purpose built suite of spaces which offers great flexibility and team spirit. *Ref. ET47187/TES*
6. SCALE 1 TEACHER required for September 1st to join the team of three Religious Education specialists within the Humanities Faculty of 14 teachers. Religious Education is popular within the school, concentrating on Christianity, Islam, Sikhism and Judaism, to G.C.S.E.. and on Islam and New Testament to 'A' Level. All Humanities teachers combine to run the compulsory core of Integrated Humanities pre-16, which includes the multifaith approach. *Ref. ET47287/TES*
7. SCALE 1 PERMANENT TEACHER OF MODERN LANGUAGES required for September 1st to join our team of 10 well-qualified linguists. The Faculty teaches 7 languages, and we seek an adaptable teacher who is qualified in two or more languages. Teachers offering Spanish or Bengali are particularly welcome to apply. All language teaching is in 9 week modules which are self contained, but which together lead to G.C.S E. 'A' levels in three languages are taught with a fourth available from a consortium grouping. *ET47387/TES*
8. TWO PERMANENT SCALE 1 SCIENCE TEACHERS required for September 1st who can offer two or more science specialisms. We have a well qualified and caring team of 14 science teachers who have prepared an entirely modular curriculum offering wide scope for students and teachers alike The course is in a stage of rapid evolution and we seek candidates who would like to work within a team active in curriculum development. *Ref. ET47487/TES*

Carlton-Bolling is a 13-19 comprehensive school in the Inner City of Bradford. We enjoy a wide range of cultural and ethnic groupings amongst our 1300 students. There are many community initiatives and 200 adults use our school each week, joining students in lessons and taking part in their own activities and classes.

For further details about the above 8 posts, please telephone the Head Teacher, Mervyn Flecknoe on (0274) 633112, between 7.30 a.m. and 4 p.m. Closing date for receipt of applications is 1st June 1987.

OAKBANK SCHOOL, Oakworth Road, Keighley

Required for September 1987 –

1. TWO PERMANENT SCALE 1 MATHEMATICS TEACHERS required to join an enthusiastic forward-looking department We are introducing the SMILE scheme and you should be sympathetic to individual learning in a mixed ability framework. *Ref. ET47687/TES*
2. PERMANENT SCALE 1 ENGLISH/MEDIA STUDIES TEACHER required with a particular enthusiasm for developing a Media Studies element in the curriculum. *Ref. ET47787/TES*
3. PERMANENT SCALE 1 TECHNOLOGY AND DESIGN TEACHER required to join an integrated Design area and to help develop Technology. An interest in cross-curricular work would be an advantage. GCSE and unit accreditation courses exist, 'A' level is beginning. *Ref. ET47887/TES*
4. PERMANENT SCALE 1 FLEXIBLE CURRICULUM TEACHER to take responsibility for creating a flexible curriculum, for a group of disaffected senior students, able to work with external agencies. You should be experienced and imaginative. *Ref. ET47987/TES*
5. PERMANENT SCALE 1 ART TEACHER required with special interest in Drawing, Painting, Photography and Textiles (printing). Interests in computer-aided textile design and 'A' Level Art History, would be advantageous. *Ref. ET48087/TES*
6. PERMANENT SCALE 1 HUMANITIES TEACHER required. We seek a commitment to an integrated Humanities course with expertise in a multi-faith approach to the RE element. *Ref. ET48187/TES*
7. PERMANENT PART-TIME (0.6) SCALE 1 PE TEACHER required to concentrate on girls PE, who has an all-round knowledge of games and athletics, with an interest in developing health-related fitness courses and a willingness to run school teams. GCSE Sports Studies is presently examinable. *Ref. ET48287/TES*

Further details about the above 7 posts may be obtained (s.a.e. please) from the Headteacher, to whom completed forms should be returned by 22nd May 1987.

RHODESWAY UPPER SCHOOL, Oaks Lane, Allerton, Bradford BD15 7RU

This is a 14 form entry, 13-18 co-educational, comprehensive school, with 1350 on roll.

1. TEACHER OF BUSINESS STUDIES (SCALE 1) required for September 1987. You will join an expanding department which is moving towards new approaches and a broader range of options for all pupils, including word processing. *Ref. ET47587/TES*
2. TEACHER OF ECONOMICS (SCALE 1) required for September 1987. The department is successful, well established and resourced, with about 24 students following an Advanced Level course each year. This post is an exciting and challenging opportunity for a newly qualified teacher. *Ref. ET48387/TES*

Application forms may be obtained from the Headteacher of the school concerned, to whom completed forms should be returned by 20th May, 1987 unless otherwise stated.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability who meet the job requirements.

City of Bradford Metropolitan Council

BRENT EDUCATION

towards a better future

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- hostel facilities available
- Special schools – exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

COME AND JOIN US

Primary

DEPUTY HEADTEACHER – Group 1

DOYLE NURSERY SCHOOL, College Road, London, NW10. Tel: 01-969 2179.

Required from SEPTEMBER 1987 –

DEPUTY HEADTEACHER (Group 1)

Required at this well established and equipped school This is a modern open plan building, situated in a pleasant area with an attractive garden for outdoor play and activities. We are looking for an experienced, lively and enthusiastic teacher committed to good nursery practice. This is a new post and the successful candidate will lead and co-ordinate a team of teachers and nursery nurses.

Applicants should have successful experience of involving parents and the community in the life of the school, and of leading curriculum development from a race and gender equality perspective.

Applicants are particularly welcome from members of the black community as they are under-represented in the teaching force. Under the terms of the Race Relations Act, 1976 Section 38(i)(b).

DEPUTY HEADTEACHER – Group 5

LYON PARK JUNIOR MIXED SCHOOL, Vincent Road, Wembley, Middx, HA0 4HH. Tel: 01-902 1479.

Required from SEPTEMBER 1987 –

DEPUTY HEADTEACHER (Group 5)

An experienced and well qualified teacher to play a leading role in the development of the school. The post will carry pastoral, curricular and administrative responsibilities. All applicants should have practical experience of planning an anti-racist, anti-sexist curriculum as well as management expertise and experience in developing successful links with parents and the community. Applicants are asked to state their special interests when applying.

Applications are particularly welcome from members of the black community and as such Section 38 (i)(b) of the Race Relations Act 1976 applies.

CLASS TEACHER – Scale 2
LANGUAGE CO-ORDINATOR – Scale 2
NURSERY TEACHER – Scale 2

BRENTFIELD JUNIOR MIXED & INFANTS SCHOOL, 41 & 43 Meadow Garth, London, NW10 0SL. Tel: 01-965 5326 (Roll: 298)

Required from SEPTEMBER 1987 –

Experienced **CLASS TEACHER (Scale 2)** required, to develop and co-ordinate the use of assisted learning computers throughout the whole curriculum and across the full age range of the school.

Required from APRIL 1987 –

LANGUAGE CO-ORDINATOR (Scale 2). Class teacher required to co-ordinate and develop language across the curriculum and throughout the school.

Required from SEPTEMBER 1987 –

An experienced **NURSERY TEACHER (Scale 2)** required to co-ordinate the work in this active part-time and extended day Nursery. The successful applicant will be able to develop an exciting range of learning experience with four other members of staff.

INFANT TEACHER (Scale 2)

ANSON JUNIOR MIXED & INFANTS SCHOOL, Anson Road, London, NW2 4AB. Tel: 01-452 8552.

Required from SEPTEMBER 1987 –

INFANT TEACHER (Scale 2) for a Middle/Top Infant Class. Available for the development of SCIENCE in the school.

INFANT TEACHER – Scale 1
INFANT TEACHER – Scale 2
NURSERY TEACHER – Scale 1

BRAINTCROFT INFANTS SCHOOL, Warren Road, NW2. Tel: 01-452 6109.

Required as soon as possible –

INFANT TEACHER (Scale 1) with responsibility initially for a Top Infant Class. The successful candidate will join a dedicated staff who provide a stimulating and happy atmosphere for both adults and children.

Required as soon as possible –

INFANT TEACHER (Scale 2) with responsibility for Computer Studies, to join the staff of a large Infant School. The successful candidate will be working with a supportive and enthusiastic staff.

Required as soon as possible –

NURSERY TEACHER (Scale 1) with responsibility for promoting links with the community/assisting with pre-school home visiting. The successful candidate will work in a large Nursery (60 places) under the direction of a Scale 3 Head of Nursery as a teaching member of the team of 3 Nursery Teachers and 2 NNEB's.

TEACHER (Scale 2)
INFANT TEACHER (Scale 2)

FURNESS INFANTS SCHOOL, Furness Road, Harlesden, NW10 5YT. Tel: 01-965 4426.

Required for SEPTEMBER 1987 –

TEACHER (Scale 2) trained or experienced in infant music teaching. Will be responsible for developing a music curriculum and teaching instrumentalised music throughout the infant age range.

Required from SEPTEMBER 1987 –

INFANT TEACHER (Scale 2) required in the first instance to take a class of 6-7 year olds. The successful candidate will arrange INSET to enable computers and AVA to be put to full and beneficial use across the curriculum.

ART/CRAFT & DISPLAY TEACHER – Scale 2

KINGSBURY GREEN JUNIOR MIXED & INFANT SCHOOL, Old Kenton Lane, Kingsbury, London, NW9 9ND. Tel: 01-204 6423 (Roll: 360)

Required from SEPTEMBER 1987 –

ART/CRAFT & DISPLAY TEACHER (Scale 2) with responsibility for developing and implementing school policy on Art and Craft and for co-ordinating displays throughout the school.

TEACHER – Scale 2

CARLTON VALE INFANTS SCHOOL, Malvern Road, Kilburn, London, NW6 5PU. Tel: 01-624 0348.

Required from SEPTEMBER 1987 –

TEACHER (Scale 2) to take responsibility for AVA and Computers in this semi-open plan school.

TEACHER – Scale 2

LEOPOLD JUNIOR MIXED & INFANTS SCHOOL, Oldfield Road, London, NW10 9UU. Tel: 01-459 5654 (Roll: 250+)

Required from SEPTEMBER 1987 –

TEACHER (Scale 2) to take responsibility for developing and implementing school policies for R.E. and Social Studies. The staff work co-operatively with colleagues, parents and community towards developing an anti-racist and anti-sexist curriculum.

INFANT TEACHER – Scale 2

WEMBLEY MANOR INFANT SCHOOL, East Lane, Wembley, HA9 7NW. Tel: 01-904 3725 (Roll: 321)

Required from SEPTEMBER 1987 –

An experienced Infant Teacher for **HOME SCHOOL COMMUNITY DEVELOPMENT (Scale 2)** to join the staff of a lively multi-ethnic Infant School. Applicants should be prepared to take responsibility for a class, to extend parental involvement and also to develop positive links between the school and the community. An ability to communicate well and sensitively with people is essential.

MUSIC DEVELOPMENT CO-ORDINATOR – Scale 2

MORA INFANTS SCHOOL, Mora Road, NW2 6TD. Tel: 01-452 2634 (Roll: 160 Full time Infants, 60 part time Nursery. Social Priority School, SPA Range £201-£276)

Required from SEPTEMBER 1987 –

MUSIC DEVELOPMENT CO-ORDINATOR (Scale 2). We need a lively, experienced, adaptable class teacher for a 3rd year Infant class to co-ordinate all aspects of Music throughout the school, to work alongside a supportive staff, building up guidelines with an awareness of the needs of the many cultures within the school. Applicants must be committed to the Borough's anti-racist and anti-sexist policy.

TEACHER OF COMPUTER STUDIES & AVA – Scale 2

NORTHVIEW JUNIOR MIXED & INFANTS SCHOOL, Northview Crescent, NW10 1RD. Tel: 01-450 7982 (Social Priority School, SPA Range £201-£276)

Required from SEPTEMBER 1987 –

TEACHER for COMPUTER STUDIES and AVA (Scale 2). An experienced and enthusiastic Infant/Junior class teacher. The successful applicant will be responsible for the co-ordination of Computer Studies and AVA.

CLASS TEACHER – Scale 2

VICAR'S GREEN JUNIOR MIXED & INFANT SCHOOL, Lily Gardens, Wembley, GA0 1DP. Tel: 01-997 6734 (Roll: 173)

Required from SEPTEMBER 1987 –

CLASS TEACHER (Scale 2) for Lower Juniors to take responsibility for Mathematics. This is a temporary appointment for 1 year to cover maternity leave. Applications are also welcome from short-term contract Supply teachers who wish to be involved in Curriculum Development.

Secondary

TEACHER of C.D.T. – Scale 2 available
TEACHER of INTEGRATED CRAFTS – Scale 2 available

ALPERTON HIGH SCHOOL, Stanley Avenue, Wembley, Middx, HA0 4JE. Tel: 01-902 2038.

Required from SEPTEMBER 1987 –

A teacher of **CRAFT, DESIGN & TECHNOLOGY.** Applications are invited from a lively, energetic teacher to join a thriving and progressive department in this multi-ethnic comprehensive school. The department has excellent workshop facilities for all courses and modular Technology is well established. The post may be of particular interest to teachers with experience of or enthusiasm for, development in broad-based Technology courses.

The school is committed to implementing an equal opportunities policy in C.D.T. and is keen to present positive role models to all pupils.

Applications from suitably qualified teachers and especially women teachers who would energetically support this policy, would be particularly welcome. A Scale 2 post will be available for a suitably qualified and experienced teacher.

Required from SEPTEMBER 1987 –

TEACHER (Scale 1) for INTEGRATED CRAFTS to join a large redeveloping Creative Arts Department. The school's long term aim is to offer a core course from 1st to 5th year. The subject areas offered to our students are Textiles, Craft, Design and Technology, Graphics, Photography, Art and Home Economics.

Applications from teachers able to offer any combination of these subjects would be welcome. A Scale 2 may be available for a suitably qualified and experienced teacher. Alperton High School is totally committed to Brent's policies on equal opportunities and multi-cultural education.

Secondary

DEPUTY HEAD of CRAFT, DESIGN & TECHNOLOGY – Scale 3

AYLESTONE COMMUNITY SCHOOL, Aylestone Avenue, London, NW6 7AD. Tel: 01-451 0080 (Roll: 600 + 80 community students, SPA £201-£276 per annum).

Required from SEPTEMBER 1987 or earlier if possible –

DEPUTY HEAD of CRAFT, DESIGN & TECHNOLOGY (Scale 3). An experienced teacher to join this well established Faculty in the teaching of Design based, multi-material craft activities. The department is well equipped with five workshops and two drawing offices and it enjoys the services of a full-time technician. The department works closely with the Home Economics and Art Department within the Design Faculty.

Possibility of an additional community school allowance.

HEAD OF MATHEMATICS (Senior Teacher Scale)
TEACHER OF GRAPHIC DESIGN (Scale 3)
HEAD OF COMPUTER EDUCATION (Scale 3)
C.D.T. TEACHER (Scale 2)

COPLAND COMMUNITY SCHOOL, Cecil Avenue, Wembley, HA9 7DW. Tel: 01-902 6362.

Required for SEPTEMBER 1987 –

A well qualified and experienced teacher as **HEAD OF MATHEMATICS, SENIOR TEACHER SCALE.** The Department has a long tradition of outstanding success in public examinations up to and including scholarship level. The successful candidate will play a leading role in extending and developing the work of the department, especially into areas of mixed attainment teaching.

The extra duties attached to the four Senior Teachers in the school are currently under review and it is expected that the incoming Senior Teacher will have responsibility for public examination administration and statistical returns.

This vacancy is the result of the previous postholder's promotion to a Deputy Headship.

Required from SEPTEMBER 1987 –

A TEACHER with the experience, energy and vision to develop all aspects of **GRAPHIC DESIGN** in the Craft, Design and Technology department of this community school. We are looking for someone to secure the establishment of 'Design and Communication' at GCSE level, and who will seek to influence the graphical aspects of all CDT courses and projects in the department. We also hope that the person appointed will have the flexibility to be able to contribute to the teaching of the CDT 'Design and Realisation' course. This is a (Scale 3) post and the successful candidate will be second in the department. Applications will be particularly welcomed from teachers with a keen interest in race and gender equality issues in the CDT curriculum.

Required for SEPTEMBER 1987 –

HEAD OF COMPUTER EDUCATION (Scale 3)
A well qualified and experienced teacher to lead this flourishing department. The role of Computer Education is currently under review.

Required for JUNE or as soon as possible –

C.D.T. TEACHER, SCALE 2
Specialist teacher to teach across the age and ability range of this multi-ethnic 11-18 comprehensive school. The department has 5 specialist rooms and has the support of a technician. In Years 1-3 the timetabling is shared with the Home Economics Department and pupils choose subjects in Years 4 and 5.

In the 6th Form Graphical Communication is taught to 'A' level. Creative Craft is offered as an additional study and there is a Technology input in CPVE.

Other Posts

INSTRUMENTAL MUSIC TEACHERS – Scale 2 posts will be available.
INSTRUMENTAL MUSIC SERVICE

INSTRUMENTAL MUSIC TEACHERS are required from SEPTEMBER 1987 for the following posts which have become vacant due to secondment or promotion. Scale 2 posts will be available to suitably qualified and experienced teachers. All those appointed will be required to work in primary and secondary schools.

STRINGS (Full Time)

Two **GUITAR TEACHERS.** Successful applicants will join a Department at an exciting stage of development.

One **DOUBLE BASS TEACHER.** A knowledge and experience of Mini-bass teaching would be an advantage.

WOODWIND

3 Full time **TEACHERS** required, one for each of the following instruments –

FLUTE with piccolo, **OBOE** with Cor Anglais and **CLARINET** with **BASS** clarinet or **SAXOPHONE,** plus a part time teacher of bassoon for 2/3 days a week.

BRASS

A full time **TEACHER** with specialist knowledge of **TRUMPET** is required for a well established department. Ability to offer tuition across the full range of Brass instruments would be an advantage.

PERCUSSION

A full time **TEACHER of ORCHESTRAL and BAND PERCUSSION** is preferred but those wishing to work on a part time basis would also be considered.

Application forms (sae please) and Job Description available from the Education Department, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW to be returned within 12 days of the appearance of this advertisement.

SENIOR PORTAGE CO-ORDINATOR (£12,600 to £15,693)

Required from SEPTEMBER or as soon as possible –

A post of **SENIOR PORTAGE CO-ORDINATOR** has been established under joint funding to facilitate and redevelop the Portage Home Teaching Service in Brent. Portage facilities are already provided by Social Services, the Education Department and the Area Health Authority and this new post will provide exciting opportunities to co-ordinate these existing services and develop new initiatives.

Apart from staff/parent training and support, an important feature of the co-ordination work will be liaison with agencies involved with families and the community, the maintenance and organisation of resources and, more generally, developing staff and parent initiatives in Portage techniques.

An experienced and suitably qualified professional is looked for who has a background in special needs multi-disciplinary work and with experience of and competence in Portage techniques.

Application forms (sae please) and Job Description available from the Education Department, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE BY 19th MAY 1987.

Brent is fundamentally committed to multi-cultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

TES

To: The Head Teacher

School ______

I am interested in the post of ______

Please send me further information

Name: ______

Address: ______

SECONDARY ENGLISH continued

BARNET
LONDON BOROUGH
ST. MICHAEL'S R.C. GRAMMAR SCHOOL
Nether Street, North Finchley, London N12 7NJ
Tel: 01-446 2256
V.A. Girls' 3-form entry. Roll 600, Sixth form 144
Required for September 1987. Graduate teacher of ENGLISH and DRAMA (Scale 1) to work within an active and successful Department of five. Opportunities for examination work in GCSE and 'A' level. Drama is popular throughout the school and has good facilities. Preference will be given to practising Roman Catholics.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. Foolscap S.A.E. please.
Closing date for applications Monday, 18th May 1987. (05965) 132422

BEDFORDSHIRE
EDUCATION
JOHN BUNYAN UPPER SCHOOL
Mile Road, Bedford MK42 9TR
Tel: Bedford 64351
Required for September 1987, a teacher of English, scale one, to join a department of five specialists.
Teaching will involve all age and ability ranges including a large measure of examination work and some sixth form teaching.
A scale two post may be available for a suitably qualified and experienced candidate.
The post will also be suitable for newly qualified teachers seeking a first appointment.
Application forms and further details from the headmaster, S.A.E. please.
Please send a letter of application immediately with the names and addresses of two referees.
Closing date: 18th May 1987.
An Equal Opportunities Employer. (31909) 132422

BEDFORDSHIRE
EDUCATION
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Bedford MK43 9HT
Tel: Bedford 767123
Required for September 1987, a teacher of English, scale one. Department has developed G.C.S.E., C.P.V.E. and 'A' Level courses and is involved in curricular and extra curricular drama.
Application forms and further details from the Headmaster, S.A.E. please.
Closing date: 22nd May 1987.
An Equal Opportunities Employer. (31910) 132422

BEDFORDSHIRE
EDUCATION
SANDY UPPER SCHOOL
Engaine Avenue, Sandy, Bedfordshire SG19 1BL
Tel: Sandy 80598
Required for September 1987, an enterprising teacher of English and Drama, scale one or two, to join a thriving department.
Good specialist facilities available.
Application forms and further details from the Headmaster, S.a.e. please.
Please apply immediately by letter giving the names and addresses of two referees.
An Equal Opportunities Employer. (31923) 132422

BEXLEY
LONDON BOROUGH
ST. MARY AND ST. JOSEPHS R.C. SCHOOL
Chislehurst Road, Sidcup, Kent DA14 6BP
Required for September 1987 a teacher of English in this 4 F-E Catholic School. The successful candidate will join a team of 4 full-time staff, scale 1 post.
Further details and application form available on Tel: 01-309 7700 or on written application from the Headmaster as soon as possible. (37065) 132422

BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, St. Pauls Cray, Orpingdon, Kent BR5 2QR
Tel: 01-300 1258
Co-ed comprehensive 11-18. 600 on roll
Required for Summer Term 1987 only, a full or part-time enthusiastic teacher of ENGLISH in a department of five.
Applications to include Curriculum Vitae and names, addresses and telephone numbers of two referees to the Headteacher by 15th May, 1987. (04857) 132422

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
ST. BERNARD'S R.C. (V.A.) SECONDARY SCHOOL
Daws Hill Lane, High Wycombe, Bucks. HP11 1PW
HEADTEACHER: Mr. G.A. Durkham
NOR: 484
Required from 1st September 1987 GRADUATE TEACHER OF ENGLISH, Scale 1, to assist in the teaching of English throughout the school in course leading to the GCSE and GCE examinations in the fifth and sixth forms and to share in the varied interests of an active English department.
A willingness as a form tutor to give RELIGIOUS EDUCATION would be an advantage.
Apply immediately to the Headmaster by letter giving full details of qualifications and experience and the names of two referees, enclose a stamped, self-addressed foolscap envelope please.
(31857) 132422

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon, Surrey CR9 7AL
Tel: 01-656 0232/5
A temporary vacancy exists for an English teacher on a full or part time basis.
Position is immediately tenable. Please contact Head Teacher for further information.
Tenable: Immediately.
Salary. Scale 1.
(04869) 132422

ESSEX
EPPING FOREST HIGH SCHOOL
Borders Lane, Loughton IG10 3SD
Tel: 01-508 4080
(Roll 1,050, 11-18 years)
TEACHER OF ENGLISH Scale 1/2
Required September 1987, well qualified and committed teacher to join lively, progressive Department. Scale 2 available for suitably experienced candidate.
Letter of application to Headteacher of School together with foolscap sae, curriculum vitae and names of two referees.

THORPE BAY HIGH SCHOOL
Southchurch Boulevard, Southend on Sea SS2 4UY
Tel: (0702) 586123
(Roll 1,000)
TEACHER OF ENGLISH Scale 1
Required September. Ideal first appointment with opportunity for involvement in curriculum development. Ability to offer a second subject an advantage.
Closing date: May 18th 1987.
Apply by letter giving full cv to the Headteacher (sae please). (43355) 132422

HAMPSHIRE
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Southampton, Hants. SO3 6DU
11-16 mixed Comprehensive - 1150 on roll
Required September 1987 - Scale 1 teacher of ENGLISH.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headmaster - s.a.e. please - as soon as possible.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31676) 132422

HAMPSHIRE
ROMSEY SCHOOL
Greatbridge Road, Romsey SO5 8ZB
11-16 comp. mixed N.O.R. 1094
English and Drama (2 posts)
Letter of application with full curriculum vitae, names and addresses of two educational referees and stamped addressed envelope to the Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31674) 132422

HAMPSHIRE
BOHUNT SCHOOL
Longmoor Road, Liphook GU30 7NY
11-14 Comp. Mixed. N.O.R. 1124
ENGLISH
To teach up to G.C.S.E. 100% coursework in English and Literature.
Interest in library work. First teaching appointments welcome.
Letter of application with full curriculum vitae, names and addresses of two educational referees and stamped addressed envelopes to the Headteacher.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (31678) 132422

HAMPSHIRE
HARRIET COSTELLO (COUNTY SECONDARY COMPREHENSIVE MIXED)
Crossborough Hill, London Road, Basingstoke RG21 2AL
TEACHER OF ENGLISH AND DRAMA Scale 1
Required from September to teach English and some Drama throughout this 11-16 mixed comprehensive school. This post may be suitable for a probationary teacher.
A comprehensive job description and details of the school are available from the Headmaster at the school, to whom letters of application should be sent together with a full c.v. and the names of two referees.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31490) 132422

HULL
HYMERS COLLEGE
See advertisement under Independent Schools.
(37006) 132422

NORTH TYNESIDE
COUNCIL
EDUCATION COMMITTEE
ST. ANSELM'S HIGH SCHOOL
Lynn Road, North Shields, Tyne and Wear NE29 8LF
Required for 1st September 1987 for one year only.
Scale 1 TEACHER of ENGLISH to G.C.S.E. level. Interest in library an advantage.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (37086) 132422

ISLE OF WIGHT
CARISBROOKE HIGH SCHOOL
Mountbatten Drive, Newport, IW PO30 5QU
Age range 13-18 years
1085 on roll
Group 12
Required for September 1987, a TEACHER OF ENGLISH (Scale 1) to teach the subject across the age and ability range in the Main School, with the possibility of some Sixth Form work in English for one year students. A well-qualified person is sought, but the main requirements are energy, enthusiasm, commitment and flexibility. An interest in the use of computers in the classroom and/or Media Studies would be welcomed.
Application forms and further details available from the Headteacher at the School, to whom completed forms should be returned by 22nd May, 1987. (SAE please).
(37036) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
SIR ROGER MANWOOD'S SCHOOL
Sandwich, Kent CT13 9JX
Voluntary Controlled Grammar School 11 - 18
590 pupils including 100 boarders and 150 sixth formers
SCALE 1 ENGLISH SPECIALIST
Required for September 1987 a Scale 1 English Specialist to teach across the age range up to G.C.S.E. Sixth form work may be available to a suitably qualified candidate. Well equipped specialist teaching areas. Video filming, drama, debating skills welcomed. Willingness to help with games or C.C.F. appreciated.
Application by letter with CV and the names and addresses of two referees to the Headmaster. (Foolscap S.A.E. please).

MID KENT AREA
AYLESFORD SCHOOL
Teapot Lane, Aylesford, Kent ME20 7JU
(A mixed 11-16 High School in Thames-side scheme, Roll 960)
Teacher of English required September 1987 to form lively department of five other specialists. School is situated in a pleasant residential area 3½ miles of N.W. of Maidstone and is fully comprehensive in first two years.
Apply to Head Teacher with cv and two referees. S.a.e. please. (37073) 132422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way South, Tolworth, Surrey KT6 7LQ
Tel: 01-397 3854
No. on Roll 1000, 11-18 years (126 in 6th Form)
Headteacher: Mrs C.C. Williams, M.A.
For September, 1987 a well-qualified teacher of English is required to join a lively, well-resourced department. This is a temporary scale 1 vacancy, tenable from September 1st to cover for a teacher on maternity leave.
Interested applicants should write to the Headteacher as soon as possible, enclosing a CV with the names of two referees.
London Allowance £795.
Closing Date 18th May 1987.
'An Equal Opportunities Employer'. (31810) 132422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way South, Tolworth, Surrey KT6 7LQ
Tel: 01-397 3854
No. on Roll 1000, 11-18 years (126 in 6th Form)
Headteacher: Mrs C.C. Williams, M.A.
For September, 1987 a well-qualified graduate is required to teach English. The school has opted for the NEA, GCSE English Syllabus B. This post will provide excellent scope for a teacher willing to work as part of a team, and to contribute to the development of the department's resources. A willingness to teach Drama could be an advantage but is not essential.
Interested applicants for this Scale 1 post should apply in writing to the Headteacher in the first instance, including an up-to-date CV with names of two referees.
London Allowance £795.
Closing Date 18th May 1987.
'An Equal Opportunities Employer'. (31809) 132422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston Upon Thames, Surrey KT2 6LR
(A Voluntary Controlled Grammar School of 850 boys, 250 in the Sixth Form)
Required in September, 1987 a well-qualified young graduate to teach English throughout the School, including a share of Sixth Form work to 'A' level. A willingness and the ability to assist with the coaching of Rowing, games, scouts or school societies will be welcome.
Salary: Burnham Scale 1, plus London Allowance £795.
Applications immediately to the Headmaster for the School, together with full curriculum vitae and names of three referees.
An Equal Opportunities Employer. (31464) 132422

NORTH WALES
ENGLISH TEACHER
PENRHOS COLLEGE JUNIOR SCHOOL
See advert under Preparatory Schools (05404) 132422

SECONDARY ENGLISH
continued

NORTHAMPTONSHIRE

MIDDLETON CHENEY CHENDERIT SCHOOL
Archery Road, Middleton Cheney, Banbury, Oxon.

ENGLISH TEACHER - Scale 1

Required from September a teacher of English for the 11-18 age range. The candidate appointed will join an enthusiastic and committed department in all areas of English work. Language and Literature is part of a common core Language Faculty approach for all pupils.

Chenderit is a Group 10, purpose-built 11-18 comprehensive school, serving a developing and attractive rural area of South-West Northamptonshire. Oxford and Cotswolds are within easy reach. The school was opened in 1979, is attractively designed and retains the drive and momentum of a new school and a young, energetic staff.

Further details and application forms available from the Headteacher (SAE) or by telephone Banbury (0295) 711567.

CORBY BEANFIELD COMPREHENSIVE SCHOOL
Glastonbury Road, Corby, Northants. NN18 0NG

TEMPORARY Teacher of English required for one year from September (or earlier if possible).

An English specialist to join a lively department committed to a mixed-ability approach leading to 100% coursework examinations at both GCSE and GCE/CSE.

An interest in drama teaching would be a considerable asset to help develop further this work in a subject recently introduced into the curriculum.

Further details and application form available from the Headteacher (SAE please).

Closing date for both posts two weeks after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (43397) 132422

NORTHUMBERLAND
KING EDWARD VI SCHOOL
West Cottingwood, Morpeth NE61 1DN
Group 13. 13-18 Voluntary Controlled Comp. of 1230 pupils inc. 270 in Sixth Form
ENGLISH TEACHER (Scale 1)
Required from Sept. 1987. Ability to teach to 'A' level. An interest/experience in Drama advantageous.
Removal expenses and lodging allowance may be payable.
For application forms and furthre details send a foolscap s.a.e. to the above address, to be returned within 14 days of advertisement. (31440) 132422

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

Unless otherwise stated the following are required for the 1st September, 1987 and the closing date is 21st May, 1987.

For application forms and further details apply to Headteacher at the appropriate school. (SAE please)

COUNTY AND CONTROLLED SCHOOLS
SECONDARY SCHOOLS

BLACKBURN PLECKGATE HIGH
Pleckgate Road, Blackburn (1176 on Roll – mixed 11-16)
SCALE 2 (or 3 for suitably qualified and experienced person). TEACHER TO TAKE THE LEAD IN THE INTRODUCTION OF BUSINESS INFORMATION TECHNOLOGY THROUGHOUT THE SCHOOL.

BLACKPOOL HIGHFIELD HIGH, HIGHFIELD ROAD
Blackpool (958 on Roll)
SCALE 1 – SCIENCE – PHYSICS OR CHEMISTRY TO GCSE LEVEL.

VOLUNTARY AIDED SCHOOLS
In Which the Governors are the Employers
SECONDARY SCHOOLS

POULTON-LE-FYLDE BAINES HIGH
Blackpool (599 on Roll including 140 in 6th Form)
SCALE 1 – MATHEMATICS WITH COMPUTER STUDIES OR GIRLS PE

CHORLEY, HOLY CROSS RC HIGH
Burgh Lane, Chorley (952 on Roll – 11-16)
SCALE 1 – CRAFT, DESIGN AND TECHNOLOGY. PRACTISING ROMAN CATHOLIC PREFERRED.

(13410)

NORTHAMPTONSHIRE

ROADE SCHOOL
Stratford Road, Roade, Northampton NN7 2LP

Required for September 1987 a Teacher of English (Scale 1) at this 6fe rural co-educational comprehensive school.

The school, which offers excellent facilities, currently being enhanced by a major building programme, has over 1,000 students on roll, including 100 in the sixth form.

Application forms and further details from the Headmaster (SAE please).

Closing date a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (81726) 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

LOXFORD HIGH SCHOOL
Loxford Lane, Ilford, Essex IG1 2UT

Tel: 553 2424/3838

Headteacher: Mr. J. Barrow, B.D.

Required for: September 1987:

Teacher of English and Religious Education for this multi-cultural, 11-18 mixed comprehensive school.

Application forms and further details obtainable from the Headteacher at the School to whom completed forms should be returned as soon as possible.

Removal and relocation expenses (up to £3,850) are payable in approved cases.

London Weighting (£795). (04875) 132422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

SHENE SCHOOL,
Park Avenue, East Sheen, London SW14 8RG

Tel: 01-876 8891

Sheen is an 11-16 Comprehensive School (approx 960 pupils on roll) set in pleasant surroundings close to Richmond Park

Required as soon as possible this term, a temporary Scale 1 teacher of ENGLISH, for the summer term only.

Please apply immediately by telephone or by letter to the Headteacher giving qualifications, experience and the names and address of at least one referee. (43341) 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

ILFORD COUNTY HIGH SCHOOL
Fremantle Road, Barkingside, Ilford, Essex IG6 2JB

Tel: 550 2581

Headteacher: Mr J.D. Moore, M.A.

Required for: September 1987.

Teacher of English for this highly selective boys' grammar school, to cover for maternity leave.

The post would be suitable for an experienced teacher of a new entrant to the profession.

'A' level teaching would be available to suitably qualified applicants.

Application forms and further details are available from the Headteacher at the school.

Removal and relocation expenses (up to £3,850) are payable in approved cases.

London Weighting (£795). (04880) 132422

ROTHERHAM
METROPOLITAN BOROUGH

Rotherham is an equal opportunities employer

DEPARTMENT OF EDUCATION

WATH POPE PIUS X R.C. (A) SCHOOL
11-16 mixed. Approx. 496 on roll

Required for 1st September, 1987.

ASSISTANT TEACHER - SCALE 1

Required to teach English. The successful candidate will be expected to teach all ages and abilities and be sympathetic towards total course work assessment for G.C.S.E.

Closing Date: 22nd May, 1987.

Curriculum Vitae and details of two persons for reference to the Clerk to the Governors, c/o the School, Wath Wood Road, Wath upon Dearne, Rotherham S63 7PQ Tel: Rotherham 873218 from whom further particulars are available.

G. Crane, Director of Personnel Resouces. (43469) 132422

SUFFOLK
COUNTY COUNCIL

HADLEIGH HIGH SCHOOL
High Lands Road, Hadleigh IP7 5HU

Tel: Ipswich (0473) 823496

11-16 Mixed Comprehensive, roll 727

Required September 1987. ENGLISH TEACHER Scale 1, an enthusiastic and well qualified graduate to teach across the age and ability range, with an emphasis on developing G.C.S.E. courses. This post is particularly suitable for a newly qualified teacher.

Apply by letter with curriculum vitae and the names and addresses of two referees to the Acting Head at the School, telephoning or enclosing s.a.e. for details. (31890) 132422

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C/E (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LT
12-16 Mixed comp. 600 on roll including 90 in Sixth Form
Required for September 1987 a young, enthusiastic teacher of ENGLISH to GCSE and possibly 'A' level, to join a hard-working, forward-looking and highly successful Department in this 11-18 mixed comprehensive school. An interest in teaching Drama to examination level would be welcomed.
Fringe London Allowance. Candidates should be in sympathy with the Christian ideals of the school.
Details and application forms from the Headteacher, D.G. Jones, M.A. Tel: Sunbury 787537. (43238) 132422

Geography

Heads of Department

ESSEX
THE FITZWIMARC SCHOOL
72 Hockley Road, Rayleigh
Tel: Rayleigh 743884/5
(Roll 1,234 11-16 comprehensive)
HEAD OF GEOGRAPHY Scale 3
Required September to lead a very active, successful and popular Department. Interest in fieldwork and Computer Aided Learning would be of value.
Letters of application and names of two referees to Headteacher (foolscap sae please). (43357) 132618

HAMPSHIRE
FROGMORE COMMUNITY SCHOOL
Potley Hill Road, Yateley, Camberley, Surrey GU17 7AG
Comprehensive Mixed 11-18
N.O.R. 780
Required for September 1987. Scale 3 post. Head of Geography. 'A' level and GYSL courses. Closing date 15th May 1987. Letter of application to Headteacher nominating two referees and s.a.e. for application form/details. We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (31669) 132618

SURREY
EDUCATION COMMITTEE
SALESIAN SCHOOL
Guildford Road, Chertsey, Surrey
R.C. 12-18 mixed comprehensive
NOR 920 incl. 140 in 6th Form
Required for September 1987 head of GEOGRAPHY (Scale 3).
Applications are invited from well-qualified enthusiastic and experienced graduates for the above post.
The successful applicant will be required to provide the department with leadership in teaching to 'A' level and in planning links across the curriculum. A knowledge of current trends in teaching Geography is presumed.
Applications within 7 days of the appearance of this advertisement with C.V. and names and addresses of two referees to the Headmaster at the school from whom further details are available. (43263) 132618

Scale 1 Posts

BEDFORDSHIRE
EDUCATION
JOHN BUNYAN UPPER SCHOOL
Mile Road, Bedford MK42 9TR
Tel: Bedford 64351
Required for September 1987, a Humanities teacher, scale one, experienced in teaching Geography on all levels, to contribute fully to a forward looking department.
Experience in sociology would be an added advantage. For a person able to undertake considerable responsibility of a geographical nature, a scale two post may be available.
Please apply immediately by letter to the headmaster for an application form and further details, giving names and addresses of two referees.
Closing date: 18th May 1987.
Bedfordshire is an Equal Opportunities Employer. (31905) 132622

BEDFORDSHIRE
Education
SANDY UPPER SCHOOL
Engaine Avenue, Sandy, Bedfordshire SG19 1BL
Tel: Sandy 80598
Required for September 1987, an enthusiastic teacher of Geography, scale one, with History as a second subject. An Awareness of contemporary teaching methods for both subjects is required.
Please apply immediately by letter for an application form and further details giving the names and addresses of two referees.
An Equal Opportunities Employer. (31913) 132622

DORSET
THE GRANGE SCHOOL
Redvers Road, Christchurch
(age range 11-16)
Required September 1987 fully qualified teacher (Scale 1) for Geography and girls P.E. to teach all ages and abilities. A previous knowledge of G.Y.S.L. would be an advantage.
Applications in writing to the Headteacher by 15th May. (04894) 132622

ESSEX
CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island SS8 9RZ
Tel: Canvey Island 696811
(Roll 926)
TEACHER OF GEOGRAPHY
Scale 1
Required September to teach to GCSE level. Humanities suite. Good facilities.
Further details and application form available from Headteacher (foolscap sae please).
Assistance with removal expenses in approved cases. (43358) 132622

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston Upon Thames, Surrey KT2 6RL
(A Voluntary Controlled Grammar School of 850 boys, 250 in the Sixth Form)
For September, 1987 a well-qualified young graduate to teach GEOGRAPHY throughout the School, including a share of Sixth Form work to 'A' level, with subsidiary HISTORY. A willingness and the ability to assist with the coaching of ROWING, games, Scouts or school societies will be welcomed.
Scale 1 post. London Allowance £795.
Applications immediately to the Headmaster of the School, together with full curriculum vitae and names of three referees.
An Equal Opportunity Employer. (43267) 132622

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
Maidstone Road, Felixstowe IP11 8EF
11-18 mixed comprehensive, roll 1096
Required September 1987, Scale 1 TEACHERS OF GEOGRAPHY. One post is for two years only to replace a teacher taking secondment, and the other is permanent.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees, enclosing s.a.e. for details and forms. (37396) 132622

REDBRIDGE

WOODFORD COUNTY HIGH SCHOOL FOR GIRLS
High Road, Woodford Green, Essex IG8 9LA

Tel: 01-504 0611

Headteacher: Mrs S.R. Campion, M.A. (Cantab)

Required for September 1987: a well qualified graduate to teach Geography in this highly selective girls' grammar school. The subject is taught to A and S Level. The ability to teach History in the first three years would be an advantage.

Application forms and further details are available from the school.

The post is on Scale 1 with Outer London Allowance, removal and relocation expenses (up to £3,850) are payable in approved cases.

Closing date: 22nd May 1987. (04878) 132622

WEST SUSSEX
GEOGRAPHY TEACHER
BOGNOR REGIS COMMUNITY COLLEGE
(Group 12, 11-18 mixed comprehensive. 1600 on roll)
Salary Scale 1
Required September 1987: Good Honours Graduate to teach Geography mainly to first and Second Years, with possibly some Third years.
Application form and further details available from Headteacher, Bognor Regis Community College, Westloats Lane, Bognor Regis, West Sussex PO21 5LH. (s.a.e. please). (31700) 132622

History

Heads of Department

EAST SUSSEX
DOROTHY STRINGER SCHOOL
Loder Road, Brighton BN1 6PZ
Comprehensive mixed, 11-16. Roll: 1100
From September: Head of History (Scale 3).
Relocation grants in approved cases.
Application forms and details of post available from the school. (43296) 132818

KNOWSLEY
ST EDMUND ARROWSMITH COMPREHENSIVE SCHOOL
Scotchbarn Lane, Prescot, Merseyside L35 7JD
(592 pupils on roll)
SCALE 3 HEAD OF HISTORY
Required for September 1987.
A suitably qualified and experienced teacher interested in an enthusiastic modern approach to the teaching of history is required.
Further details are available from the Headteacher (s.a.e.) to whom applications should be made by letter, including full c.v. and names of two referees should be made within ten days. (31526) 132818

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL

WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich IP1 5JN

11-18 Mixed Comprehensive, roll 1490

Required September 1987. SECOND IN THE HISTORY DEPARTMENT, Scale 2. An experienced well qualified and enthusiastic teacher capable of teaching to 'A' level is sought, to co-ordinate and develop G.C.S.E. courses.

Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Head at the school, enclosing s.a.e. for details. (31891) 132820

Scale 1 Posts

BARNET
LONDON BOROUGH
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, London N2 0SQ
Tel: 01-444 5211
V.A. Mixed Comprehensive. Roll 1064. Sixth Form 180. 11-18
Required from September 1987, for one year an HISTORIAN to teach HUMANITIES. Enquiry based learning is used in years 1 and 2, and Humanities in compulsory in years 4 and 5. Sixth Form teaching available for suitably qualified candidate. Scale 1.
Practising Catholic preferred.
Written request for further details and application form from the Head Teacher S.A.E. (31583) 132822

BEXLEY
LONDON BOROUGH
CHISLEHURST & SIDCUP GRAMMER SCHOOL
Hurst Road, Sidcup, Kent DA15 9AG
Tel: 01-302 6511
Required for September 1987 a graduate to teach History Scale 1 throughout the school to Oxbridge entrance level and ideally to assist with the teaching of Politics to 'A' level. The department is well equipped, lively and successful.
Application forms and further details available from the Headteacher. (37061) 132822

CUMBRIA
TRINITY SCHOOL
Strand Road, Carlisle CA1 1JB
V.C. C.E. Comp. M11-18
N.O.R. 1678
TEACHER OF HISTORY Sc. 1
Required for September a well qualified enthusiastic teacher of History to teach the subject at all levels throughout the main school. The Sixth Form work may be available for suitable candidates and applications from newly qualified teachers will be considered.
The Schools' History Project course is taught in Years 4 and 5. Candidates with experience of an enthusiasm for the course will be particularly welcome.
For further details and application forms please send S.A.E. to the Head. Closing date 20 May 1987. (31740) 1328[illegible]

GLOUCESTERSHIRE
Please see display advertisement on Page 85. (00195) 1328[illegible]

KENT
THE JUDD SCHOOL
Tonbridge, Kent TN9 2PN
Required in September at this voluntary aided grammar school of 740 boys - a Teacher of History. Help with games and out of school activities an advantage.
Apply to the Headmaster by letter including c.v. and the name of two referees. (31721) 1328[illegible]

KENT
THE SKINNERS' SCHOOL
Tunbridge Wells
(Voluntary Aided Grammar School of 680 boys: 180 in Sixth Form)
Required for September 1987 a Graduate to teach HISTORY with ECONOMICS as a second subject, both to 'A' level. Keenness to assist with activities outside the classroom will be a strong recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PG, enclosing curriculum vitae, giving interests and naming two referees. (37074) 1328[illegible]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SIMON LANGTON GIRLS' SCHOOL
Old Dover Road, Canterbury, Kent
(820 girls)
Required for September a teacher of History with Economics (Scale 1) at this four-form entry grammar school. The current post combines 'A' level Economics with a largely History timetable.
Founded in 1881 and now handsomely sited on the city outskirts, the school combines curricular development with high academic standards and enjoy relations with the University and Christ Church College.
Details may be obtained from the Headmaster (0227 463711) to whom a letter of application should be written as soon as possible stating qualifications and experience in full, and giving the names of two referees. Candidates who provide a second s.a.e. will hear by June 5th. (37075) 1328[illegible]

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way South, Tolworth Surrey KT6 7LQ
Tel: 01-397 3854
No. on Roll 1000, 11-18 years (126 in 6th Form)
Headteacher Mrs C.C. Williams M.A.
For September, 1987, for one year only, an experienced teacher of History (Scale 1) to replace the present holder who is to be on secondment. The History department is well-established and offers the MEG Syllabus C at GCSE level. A suitably qualified candidate should be able to teach at all levels, including 'A' level. The ability to teach Government and Politics to GCSE and/or 'A' Level would be a distinct advantage.
Interested applicants should write to the Headteacher immediately, enclosing a CV with the names of two referees.
London Allowance £795.
Closing Date 18th May 1987.
'An Equal Opportunities Employer'. (31811) 1328[illegible]

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
RICHARD CHALLONER SCHOOL
Manor Drive North, New Malden, Surrey KT3 5PE
Tel: 01-330 5947
No. on Roll: 611 (Boys 11-18 years)
A qualified teacher of History is required as from September 1987.
The vacancy is initially for a half-term commitment teaching within the History Department, including work with G.C.S.E. classes. The remaining time tabled allocation will be based upon strengths and interests of the successful candidate.
Applicants are invited to specify what other subjects they are willing to offer.
A candidate with library/librarianship qualifications or with an interest in undertaking the responsibility for the School Library and developing a resource centre will be particularly welcome.
Scale 1 post. London Allowance £795.
The School caters for Roman Catholic boys across the full ability range and operates a mixed 6th form, federated with the local Convent school.
Application forms are available from the Headmaster, to be returned within 2 weeks from the date of this advertisement.
An Equal Opportunities Employer. (43271) 1328[illegible]

SECONDARY HISTORY
continued

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road.
Kingston
TEACHER IN GEOGRAPHY
Scale 1.
Please see Secondary geography posts Scale 1. (43268) 132822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
WOODFORD COUNTY HIGH SCHOOL
Please see main advert under Secondary: Geography: posts on Scale 1. (31879) 132822

WILTSHIRE

HARDENHUISH SCHOOL
Hardenhuish Lane, Chippenham, Wilts. SN14 6HW

Tel: (0249) 650693

Headmaster: Mr R.J. Alderman, M.A.

Required for September 1987, a graduate teacher of History, scale one, to join an enthusiastic and successful department to teach across the age and ability range in this 11-18 mixed comprehensive school.

A contribution to the teaching of R.E. or an alternative second teaching subject is required.

History is a part of the core curriculum in years 1-3 and the Schools History Project is a popular option 14-16. 'A' level History is a very popular subject in the sixth form.

A listed eighteenth century Georgian building which houses the sixth form, staff room and administrative offices and a splendid John Wood church are features of a campus with special historical attractions.

Hardenhuish is a third round TVEI school and there is considerable scope for curriculum and personal career development within this project.

Please apply directly to the Headmaster at the school enclosing a curriculum vitae, a letter of application, the names and addresses of two referees and an S.A.E.

Closing date: Monday 18th May 1987.

EQUAL OPPORTUNITIES EMPLOYER. (43472) 132822

Home Economics

Heads of Department

AVON COUNTY
THE CASTLE SCHOOL
Park Road, Thornbury, Bristol BS12 1HT
Please see under Art & Design, Head of Department. (31949) 133018

CROYDON
OLD PALACE SCHOOL
Independent Day School 750 girls
Required for September 1987, Graduate or equally qualified person to take charge of Home Economics to G.C.S.E. and Advanced level. This is a flourishing department and would be a scale III post for a suitably qualified and experienced person.
Applications with the names of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (31500) 133018

ESSEX
SAFFRON WALDEN COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UH
Tel: (0799) 27585
(Roll 1,350 11/18 Co-ed comprehensive, 185 in Sixth Form)
HEAD OF HOME ECONOMICS Scale 3
Required for September 1987, a well-qualified and experienced Home Economist to lead a strong department.
Applications by letter including curriculum vitae, the names of two referees and should reach the Headteacher by 15th May 1987. Details will be sent with acknowledgement. (45365) 133018

HERTFORDSHIRE
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Required September, HEAD OF HOME ECONOMICS Scale 3 + London fringe allowance.
Apply by letter to Headteacher giving curriculum vitae and names and addresses of two referees. [illegible] 133018

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
BISHOP STOPFORDS SCHOOL
Brick Lane, Enfield EN1 3PU
Roll: 1000
Required September 1987, suitably qualified and experienced teacher to take charge of HOME ECONOMICS at the school. Scale 2 post.
London Allowance £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Applications should be made by letter to the Headmaster, giving full details and the names, addresses and telephone numbers of two referees.
An equal opportunity employer. (37027) 133020

KENT
COUNTY COUNCIL
EAST KENT AREA
EDUCATION DEPARTMENT
ELLINGTON COUNTY SECONDARY SCHOOL FOR GIRLS
Ellington Place, Ramsgate CT11 0QQ
Required for September 1987, Assistant Teacher Scale 1 Textiles (with some needlework), with one or more of the following - Childcare, P.E., Geography or Maths. Possibility of Scale 2.
Further details and forms from the Head Teacher at the School (S.a.e. please). (37076) 133020

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
DAGENHAM PRIORY COMPREHENSIVE SCHOOL
School Road, Dagenham, Essex
(Roll 673)
Required for September 1987: Assistant teacher of Home Economics, Scale 1. This is an exciting opportunity for an experienced teacher looking for a post in a rapidly developing department. £1,215 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Apply in writing to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer.

EASTBROOK COMPREHENSIVE SCHOOL
Rush Green, Essex RM10 7UP
(Roll 910)
Required for September 1987: A teacher of Home Economics for this T.V.E.I. school who can offer all aspects of the subject. An enthusiast with good practical skills is sought. Excellent recently built facilities. Applications from new entrants to the profession would be welcome. Scale 1 plus £1,215 per annum Inner London Allowance. The school is an 11-18 mixed comprehensive on one site, situated on the eastern boundary of the London Borough, adjoining the Green Belt corridor.
Reimbursement of removal expenses in approved cases.
Apply in writing to the Headteacher giving full CV, and the names of two referees.
An equal opportunity employer. (37071) 133022

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

ST. ANDREWS C OF (M) SCHOOL
Warrington Road, Croydon CR0 4BH

Tel: 01-686 8306

Required for September 1987 for this Group 7 (330 on roll) Christian School a teacher of Home Economics. The school is well equipped and seeks to be at the forefront of development. Candidates should be in sympathy with the Christian nature of the school. Applicants should contact the Headmaster for details.

Salary: Scale 1.

Tenable: September 1987. (04866) 133022

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Tel: Rotherham 864100
Required for September 1987: Well qualified teacher of Domestic Science, Scale 1. Both Food and Nutrition and Needlework are well established courses and the successful candidate will teach throughout the age and ability range 12-18.
Further details and forms of application from the Headmaster to whom they should be returned as soon as possible (s.a.e. please).
We are an equal opportunities employer so applications from disabled persons are welcome. (31534) 133022

ESSEX
WESTCLIFF HIGH SCHOOL FOR GIRLS (GRAMMAR)
Kenilworth Gardens, Westcliff on Sea SS0 0BS
Tel: (0702) 75026
(Roll 865 - 250 in Sixth Form)
TEACHER OF HOME ECONOMICS Scale 1/2
Required September, enthusiastic graduate to join department. Good A Level Home Economics classes; GCSE Home Economics (Food, Textiles) offered.
Apply by letter to the Headteacher giving full curriculum vitae plus the names and addresses of two referees (foolscap sae please). (33566) 133022

DARLAND HIGH SCHOOL, ROSSETT
(Tel. Rossett 570588)
(11-16, 910 pupils)
Head – D. J. Gwilliam, B.Sc.
HEAD OF FACULTY OF SCIENCE, SCALE 4
Required for September, 1987 an energetic and experienced graduate Science teacher for this forward looking 11-16 Comprehensive School.
In addition to leaving the Physics Department, the successful candidate will be responsible for giving leadership to, co-ordinating and administering a large faculty which includes Electronics.
Application forms are available from the Headteacher, to whom completed forms should be returned by 22nd May, 1987.
Required for September, 1987.
ALL SCALE 1 POSTS ARE TEMPORARY FOR 1 YEAR.

EMRYS AP IWAN, ABERGELE (Tel. Abergele 822287)
(11-18, 1,080 pupils)
Head – B. G. Pyart, M.Ed., B.Phil.
(1) MATHEMATICS, Scale 1.
A teacher of Mathematics up to A level standard in Applied Maths.
(2) GERMAN/FRENCH, Scale 1.
With computer familiarisation.

ELFED HIGH SCHOOL, BUCKLEY (Tel. Buckley 542217)
(11-18, 960 pupils)
Head – H. Mercer, M.A.
CHEMISTRY, SCALE 1
A well qualified graduate teacher of Chemistry is sought to join a team of nine Science staff, to teach up to and including A level Chemistry. The school is well provided with specialist accommodation and technician support.

HOLYWELL HIGH SCHOOL (Tel. Holywell 710011)
(11-18, 1,130 pupils)
Head – J. G. Richards, B.Sc.
WELSH, SCALE 1
A teacher is required to take classes across the full range with the probability of work to G.C.S.E. and A Level for a suitably qualified candidate.

ST. RICHARD GWYN R.C. SCHOOL (Tel. Flint 2788)
(11-18, 1,050 pupils inc 130 in Sixth Form)
Acting Head – Miss C. A. Murphy, B.A.
(1) SENIOR CHEMISTRY TEACHER, SCALE 3
The post results from the promotion of the current Head of Science to a Deputy Headship. The Governors of this well-established and highly valued school seek an experienced and capable teacher who is committed to experiential approaches to Science and has a sound 'track record' of success to A level and above.
St. Richard Gwyn has also developed a new GCSE Mode 3 in Integrated Science as part of its TVEI programme – another key area in which the successful candidate will wish to become involved.
(2) TEACHER OF MATHEMATICS AND STATISTICS, SCALE 1
The Governors seek a Mathematician who is anxious and able to teach to GCSE and A/AS level. This would be an excellent post for a teacher seeking a first appointment offering real opportunity for professional development.

ALUN SCHOOL, MOLD (Tel. Mold 4801)
(11-18, 1,500 pupils)
Head – D. J. Williams, B.Sc., M.Phil.
PHYSICS, SCALE 1
A graduate Physicist is required to join a large and successful department. An interest in electronics could be a helpful, though not essential quality.

MAELOR SCHOOL, PENLEY (Tel. Hanmer 291)
(11-18, 520 pupils)
Head – G. C. Mason, B.A.
(1) HEAD OF CHEMISTRY, SCALE 2
An enthusiastic and experienced teacher is required to be responsible for Chemistry teaching up to A level, and to contribute to the lower school Combined Science programme, in this well established, pleasantly situated rural comprehensive.
(2) HEAD OF COMPUTER STUDIES, SCALE 2
The school is equipped with a network of B.B.C. 'B' machines in a purpose built computing suite. Stand alone systems and Vic-20 machines are also in use in the school. We are seeking an enthusiastic and imaginative teacher capable of continuing a strong 16 plus Computer Studies course, whilst developing C.A.L. in the rest of the school and linked with Business Studies, Controlled Technology, Word Processing in T.V.E.I. modular courses.
The successful candidate will be expected to teach some Mathematics.

BRYNHYFRYD SCHOOL, RUTHIN (Tel. Ruthin 3933)
(11-18, 940 pupils)
Head – J. E. Ambrose, M.Ed., B.A.
PHYSICS AND SCIENCE, SCALE 1
Graduate Physicist preferred, able to share the teaching of Physics to GCSE and, possibly, to A level, together with General Science in the Upper and Lower School.

YSGOL UWCHRADD GLAN CLWYD, LLANELWY
(Llanelwy 582611)
(Nifer disgyblion 925)
Prifathro – G. M. Jones, B.A.
(1) Athro cynorthwyol (Graddfa 1) i ddysgu
ADDYSG GORFFOROL A CHWARAEON I'R BECHGYN.
Bydd yr ymgeisydd llwyddiannus yn dysgu disgyblion o bob oedran drwy gyfrwng y Gymraeg.
Athrawes/Athro i gynorthwyo yn y Gyfadran Ddylunio. Disgwylir i'r ymgeisydd llwyddiannus ddysgu
CELFYDDYD
yn bennaf i'r holl ystod oed a gallu, Graddfa 1.
(3) Athrawes/Athro i gynorthwyo yn yr Adran Ffrangeg (Cyflog Graddfa 1). Bydd yr ymgeisydd llwyddiannus yn dysgu
FFRANGEG
trwy gyfrwng y Gymraeg i ddisgyblion Blynyddoedd 1-7.

ST. DAVID'S HIGH SCHOOL, SALTNEY
(Tel. Chester 671583)
(11-18, 665 pupils)
Head – R. E. Williams, M.Sc.
HEAD OF FACULTY OF MATHEMATICS, SCALE 4
A committed teacher with a proven record is sought who has the range of qualities required to manage a team of experienced teachers in the Mathematics and Computer Technology areas. The department has a sound reputation and a successful record for teaching pupils of all abilities from 11-18. It is expected that the successful candidate will contribute to the development of the school and its curriculum in its widest sense.

ST. JOSEPH'S R.C. SCHOOL, WREXHAM
(Tel. Wrexham 265209)
(11-16, 514 pupils)
Head – J. K. Thompson, B.Sc., M.Ed.
(1) ENGLISH, SCALE 1
A Catholic graduate teacher of English. The school is looking to appoint a person with experience of mixed ability teaching who is willing to take on areas of responsibility within the Department. An interest in Drama, both inside and outside the English curriculum, would be an advantage. Applications from newly qualified teachers would also be welcome.
(2) CRAFT, DESIGN AND TECHNOLOGY PLUS MOTOR VEHICLE ENGINEERING, SCALE 1
Applicants should be experienced, committed to modern design based approaches and keen to link both with other subject areas as well as local industry. The person appointed will be responsible for all teaching of Motor Vehicle Engineering in the School.
(3) BIOLOGY AND CHEMISTRY, SCALE 1
A Catholic graduate to teach these subjects across the age and ability range to G.C.S.E. standard.
(4) GEOGRAPHY, SCALE 1 PART-TIME 0.5

THE GROVES HIGH SCHOOL, WREXHAM
(Tel. Wrexham 263944)
(11-16, 990 pupils)
Head – T. Wales, M.A.
(1) CRAFT, DESIGN AND TECHNOLOGY, SCALE 2 (or SCALE 3 for suitable candidate)
to join the Creative Studies faculty and to teach C.D.T. throughout the full age and ability range. The school is organized on a faculty basis with each faculty being responsible for both a curriculum area and the pastoral care of a year group throughout its time in the school. To be considered for a SCALE 3 post a candidate must be able to take on the role of Deputy Head of Faculty and, with the Head of Faculty, to establish and maintain an appropriate balance of academic and pastoral responsibility with liaison between members of the team. This post will offer an exciting challenge for a candidate seeking further career advancement.
(2) CO-ORDINATOR OF ENGLISH, SCALE 3
To take the major responsibility for the subject within the Faculty of English and Express Studies.
This is a key, and developing post and the successful candidate will have the opportunity to make a major input into the work of the Faculty in a school structure that gives each faculty curriculum and pastroral responsibilities.

YALE SIXTH FORM COLLEGE, WREXHAM
(Tel. Wrexham 351211)
(680 pupils)
Head – E. R. Jones, B.Sc., M.Ed.
MATHEMATICS, SCALE 1
Mathematics graduate required to teach the subject to both A and GCSE levels. An ability to offer some Computing would be an advantage.

ELFED HIGH SCHOOL, BUCKLEY (Tel. Buckley 542217)
(11-18, 960 pupils)
Head – H. Mercer, M.A.
TEACHER IN CHARGE OF ECONOMICS, SCALE 1 or 2 depending upon qualifications and experience
To take charge of Economics and to teach some Mathematics. Ideally the person appointed will be a graduate Economist or Mathematician. Courses are fully developed in Economics up to and including A level GCE.

Please apply by letter to the appropriate Headteacher, giving full curriculum vitae, and names and addresses of three referees.
CLOSING DATE – 19th MAY, 1987.

Shire Hall,
MOLD.
28.4.87.

KEITH EVANS
Director of Education
(04245)

CLWYD COUNTY COUNCIL

SECONDARY HOME ECONOMICS
continued

HAMPSHIRE
ROMSEY SCHOOL
Greatbridge Road, Romsey SO5 8ZB
11-16 Comp. Mixed. N.O.R. 1094
HOME ECONOMICS
Letter of application with full curriculum vitae, names and addresses of two educational referees and stamped addressed envelopes to the Headteacher.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (31679) 133022

HEREFORD AND WORCESTER
COUNTY COUNCIL
AYLESTONE SCHOOL
Broadlands House, Broadlands Lane, Hereford HR1 1HY
Comprehensive - Mixed 11-16 - 850 On Roll
Scale 1 assistant required from September 1987 to share the teaching of Home Economics (principally Textiles) to G.C.S.E. level.
Applications by letter with c.v., subsidiary subjects and interests, and names of referees to the Headteacher as soon as possible, from whom further details are obtainable (SAE please). (43442) 133022

NORTH YORKSHIRE
Teacher with experience in special education and home economics required, see our ad. in special education.
(37332) 133022

HOUNSLOW
THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middlesex, TW4 5HU
Tel: 01-572 4411. Head: Geoffrey J. Samuel, J.P., M.A., F.S.I.M., F.R.S.A.
Roll: 1160 (including Sixth form of 181)
Required for September 1987 for this mixed comprehensive school which opened in 1973 and is situated on the edge of Hounslow Heath.
TEACHER OF HOME ECONOMICS (Scale 1).
to teach in a modern and well equipped Department. The subject is taught throughout the school to both option as well as a boys and girls, leading to G.C.S.E. examinations in Home Economics: Food and Home Economics: Textiles. 'A' level Home Economics is also taught.
As part of the present City and Guilds course the Department offers both a very successful catering option as well as a childcare course. Applications will be particularly welcome from candidates to teach Home Economics in its widest aspects as well as being able to teach Home Economics in its widest aspects as well as being able to teach across the age and range of abilities within the school.
Letters of application (no forms) within 7 days to the Head giving details of qualifications and the names of two referees.
LONDON ALLOWANCE £795 per annum.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (31773) 133022

OXFORDSHIRE
COUNTY COUNCIL
CHENEY SCHOOL
Cheney Lane, Headington, Oxford OX3 7QH
(13 - 18 Comprehensive, 884 on Roll, 165 in Sixth Form)
Required for September, a full-time HOME ECONOMICS teacher. The department teaches Food & Nutrition to A-level, Child Development to GCSE and is developing new TVEI Services to People courses with enhanced resources.
Please send SAE to Headteacher for further details and application form.
An equal opportunity Employer. (04887) 133022

METROPOLITAN BOROUGH OF WOLVERHAMPTON

EDUCATION COMMITTEE
SUPPORT TEAM
MATHEMATICS Scale 3
Applications are invited from experienced Mathematics teachers for appointment to the Authority's Support Team. Members of the Team are allocated to local secondary schools for at least one term (but normally a year) to undertake teaching and other commitments according to needs and expertise offered.

NORTHICOTE SCHOOL
CRAFT, DESIGN & TECHNOLOGY (Scale 1)
Permanent teacher required from September in this well established mixed comprehensive with about 760 on roll in the northern area of the borough well equipped for all areas of the curriculum.

PARKFIELD SCHOOL
MODERN LANGUAGES (Scale 2)
Required from September an enthusiastic teacher of French and German wishing to gain curriculum development experience. The role will provide an excellent basis for promotion to a Head of Department position in the future.
This is an 11–18 single site mixed comprehensive with substantial purpose built accommodation recently completed. It has about 1200 pupils on roll and is situated in the southern area of the borough.

PENDEFORD HIGH SCHOOL
BASIC SKILLS (Scale 1)
Temporary full time teacher required immediately until the end of the Summer Term.
The school is a well established 11–18 mixed comprehensive situated on an excellent site near the northern boundary of the borough with about 760 pupils on roll.

WEDNESFIELD HIGH SCHOOL
CRAFT, DESIGN & TECHNOLOGY (Scale 1)
Permanent teacher required from September in this 11–18 mixed comprehensive located on a spacious campus in the north east of the borough with excellent facilities and about 1200 pupils on roll.

Application forms and further details are obtainable by sending a stamped addressed envelope to the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to be returned within 14 days of this advertisement.
Wolverhampton Metropolitan Borough Council is an equal opportunity employer and positively welcomes applications from all sections of the community irrespective of an individual's sex, ethnic or racial origin, colour, disability, sexual orientation or responsibility for dependants. (16962)

WOLVERHAMPTON the pace setter

KENT
COUNTY COUNCIL
EAST KENT AREA
EDUCATION DEPARTMENT
ELLINGTON COUNTY SECONDARY SCHOOL FOR GIRLS'
Ellington Place, Ramsgate CT11 0QQ
Required for September 1987. Assistant Teacher, Scale 1 Textiles (with some needlework), with one or more of the following - Childcare, P.E., Geography or Maths. Possibility of Scale 2.
Further details and forms from the Head Teacher at the school (s.a.e. please).

WEST KENT AREA
SANDOWN COURT SCHOOL
Blackhurst Lane, Tunbridge Wells, Kent TN2 4PY
Group 10
Required for September 1987 a full time teacher to join a flourishing and well equipped department. Ability to teach G.C.S.E. Home Economics (food studies) and child development important. An interest in textiles and prevocational courses would be an advantage.
Apply by letter to the Headteacher. (37077) 133022

NORTH TYNESIDE
COUNCIL
EDUCATION COMMITTEE
MARDEN HIGH SCHOOL
Hartington Road, North Shields, Tyne and Wear NE30 3RZ
Required for 1st September 1987.
Scale 1 TEACHER of HOME ECONOMICS to teach up to G.C.S.E. levels.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (37097) 133022

SOLIHULL
EDUCATION COMMITTEE
ARCHBISHOP GRIMSHAW R.C. (AIDED) SCHOOL
Kew Close, Cooks Lane, Chelmsley Wood, Birmingham B37 6NY
Tel: 021-770 5331
Required for September 1987 in this 11 - 18 Voluntary Aided R.C. all-ability School, a TEMPORARY SCALE 1 TEACHER OF HOME ECONOMICS. To join a thriving department including a relevant T.V.E.I. course. Ability to offer Child Care and/or Community Studies would be an advantage.
Apply by letter to the Headteacher enclosing C.V. and S.A.E. (43406) 133022

Humanities

Heads of Department

CAMBRIDGESHIRE
An Equal Opportunity Employer
SAWTRY VILLAGE COLLEGE
Fen Lane, Sawtry, Huntingdon, Cambs.
11-16 Community School 670 on roll
Required for September 1987 Scale 4 Head of Humanities (History/Geography/RE) to join School Management Team with whole school responsibility.
Applications by letter with curriculum vitae to the Warden by Friday 15th May. Details of College and its organisation will be sent on request. In view of the lack of time a telephone call is recommended. (43451) 133218

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
EDUCATION DEPARTMENT
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW
Tel: 01-310 0111
Required for September 1987 an experienced enthusiastic teacher to be responsible for lower school Humanities, currently English, Geography and History. Scale 2 post. The school is organised in mixed ability groups and has a strong Pastoral organisation.
Please rush curriculum vitae, referees and letter of application to Dr P. French, Headteacher. (37064) 133220

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WESTBOROUGH HIGH SCHOOL
Stockhill Street, Dewsbury WF13 2JB
Ref: 1847
Required for September 1987 a SCALE 2 teacher to be in charge of lower school INTEGRATED HUMANITIES in this 11-16 mixed multicultural comprehensive school.
Application forms and further details (s.a.f.e. please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which [illegible] 133220

Scale 1 Posts

DONCASTER
ROSSINGTON COMPREHENSIVE
Bond Street, Rossington, Doncaster DN11 0BZ
Tel: Doncaster 868414
HUMANITIES/ECONOMICS SCALE 1
Required for September 1987 a Humanities teacher specialising in ECONOMICS. The successful candidate, as well as teaching Economics to 'A' level, will be expected to contribute extensively to the Integrated Humanities courses offered to GCSE level. The Humanities Department is committed to mixed ability learning, and to the continued development of active learning techniques.
Candidates should apply by letter to John James, Head.
We are an equal opportunities employer so applications from disabled persons are welcome. (31538) 133222

NORTH YORKSHIRE
MILLTHORPE SCHOOL
Nunthorpe Avenue, York YO2 1PF
Scale 1 Teacher required in the HUMANITIES Department for September 1987.
Most of the work will be in History, up to and including GCSE; there will also be some humanities with junior forms; an ability to teach goverment and economics in the Fourth and Fifth years in highly desirable.
Application forms and further particulars from the Headteacher (s.a.e. please).
Closing date 22.5.87. (31450) 133222

NORTHAMPTONSHIRE
KETTERING MONTAGUE SCHOOL
Weekley Glebe Road, Kettering, Northants. NN16 9NS
TEACHER OF HUMANITIES, TEMPORARY FOR 1 YEAR, Scale 1
Required for September, 1987 a one year appointment to cover Secondment. Integrated Humanities is a core Course taught to all students aged 11-16. The course is certified by the NEA at GCSE level.
Montague School is a mixed comprehensive with 733 pupils on roll aged 11-18.
Application forms and further details are available from the Headmaster to whom they should be returned within two weeks of the advertisement. Please enclose a large stamped addressed envelope.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (43403) 133222

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAM'S SCHOOL
Oxford Road, Thame, Oxon. OX9 2AQ
(11-18 mixed comprehensive; 1850 in three federal schools; 250 in Sixth Form)
Required for September a teacher of History/Humanities, (Scale 1) at this popular and successful school.
Please send to The Principal a S.A.E. for application form and further details.
An equal Opportunity Employer. (04888) 133222

Mathematics

Heads of Department

AVON COUNTY
BACKWELL SCHOOL
Backwell, Bristol BS19 3PB
Required from 1st September 1987, Head of Mathematics Scale 4.
SMP Maths is taught throughout including A-Level (Maths & Further Maths).
A good Mathematician, able to lead an excellent team, is looked for.
Further details from the Head Teacher at the School.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (31829) 133418

BROMLEY
DARRICK WOOD SCHOOL
Lovibonds Avenue, Orpington, Kent BR6 8ER
Tel: 0689 50271
For September 1987 at this expanding 11-18 five form entry mixed comprehensive school, an enthusiastic, experienced and well qualified graduate teacher to be HEAD OF MATHEMATICS.
You will need to be energetic, committed and with proven management skills.
The School is housed in modern buildings on an attractive site in a pleasant catchment area. Substantial extensions to the buildings, including a new Mathematics suite, are due to be started during the current financial year.
Scale 4 plus Outer London Allowance of £795 is payable.
Details/application forms from and returnable to the Headteacher (large SAE or [illegible]) by 19th May. [illegible] 133418

BROMLEY
RAVENSBOURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley, Kent BR1 2SQ
Tel: 01-460 1162
For September 1987, a well qualified and experienced teacher of Mathematics as Head of the Mathematics Studies Faculty (Scale 4).
Application forms and further details available from/returnable to the Headteacher (large SAE please) by 19th May, 1987. (43195) 133418

CAMBRIDGE
UNIVERSITY OF CAMBRIDGE
Please see advertisement under University Appointments. (37032) 133418

CAMBRIDGESHIRE
AN EQUAL OPPORUNITY EMPLOYER
HUNTINGDON AREA
LONGSANDS COMMUNITY COLLEGE
St. Neots, Huntingdon, Cambs.
1,550 on roll (170 in sixth form)
Required for September Head of Mathematics (Senior Teacher Scale) to lead developing department of 11 specialists. Proven managerial skills essential to build on current excellent achievements from exciting practical approaches. Modern buildings, parkland setting bordering market town.
Further details and forms from Principal's Secretary, Tel: (0480 72740). (00186) 133418

EAST SUSSEX
HEATHFIELD SCHOOL
Cade Street, Heathfield TN21 8RJ
Comprehensive mixed, 11-18. Roll: 1025
From September: Head of Mathematics (Scale 4). An experienced and enthusiastic Mathematics Teacher is required to lead a successful department offering appropriate courses throughout the age and ability range up to A-level.
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher. (43297) 133418

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, Lodon N18 1BX
Mixed Comprehensive 11-18. Roll 950
Required September 1987. HEAD OF MATHEMATICS FACULTY (Scale 4). A well qualified and experienced teacher is sought with the ability, vision and enthusiasm to lead this established and forward looking faculty. S.M.I.L.E. is used throughout the School and other appropriate examination courses are taught in the sixth form up to 'A' level. A genuine commitment to S.M.I.L.E. is essential as is the willingness to make a significant contribution to the formulation of overal School policy.
London Allowance, £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Apply by letter with curriculum vitae, and names and addresses of two referees, to the Headteacher. Closing date 18th May 1987.
An equal opportunity employer. (31576) 133418

ENFIELD
LONDON BOROUGH OF ENFIELD
CHACE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3HQ
Group 10. Roll 810
Required September 1987, or January 1988:
HEAD OF MATHEMATICS. Scale 4.
Chace is a growing school which has recently become coeducational. We are therefore, looking for an energetic and enthusiastic Head of Department for this new period of development.
Mathematics is popular at 'A' level. There is a collegiate system operating in Enfield and this offers the possibility of offering a wider range of Mathematics options in the sixth form.
London Allowance, £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from, and to be returned to, the Headteacher. Closing date 19th May 1987.
An equal opportunity employer. (05962) 133418

WALSALL
METROPOLITAN BOROUGH COUNCIL
HEAD OF MATHEMATICS, Scale 4
Required September, 1987, to lead developments in a large and well staffed department in this well situated Community School where interesting curriculum developments are taking place.
Forms and details available on receipt of an S.A.E. from the Headteacher, T.P. Riley, Comprehensive School, Lichfield Road, Bloxwich, Walsall, West Midlands. It would be helpful if details of two referees could be given at this stage.
Closing date: 22nd May, 1987.
Walsall is an Equal Opportunity Employer. (31668) 133418

Scale 2 Posts and above

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
Rush Green, Essex RM10 7LP
(Roll 910)
Required for September 1987:
A good Mathematics teacher seeking involvement in examination courses to all levels. An interest in Computing would be an advantage. This is a T.V.E.I. school with excellent facilities. Scale 2 plus £1,215 per annum Inner London Allowance. The school is an 11-18 mixed comprehensive on one site, situated on the eastern boundary of the London Borough, adjoining the Green Belt corridor.
Reimbursement of removal expenses in approved cases.
Apply immediately in writing to the Headmaster, giving full c.v. and the names of two referees.
An equal opportunity employer.

MAYESBROOK COMPREHENSIVE SCHOOL
Cannington Road, Dagenham, Essex
(Roll 1200)
Required for September 1987:
Assistant teacher, Scale 1 to take responsibility for Mathematics in the lower school. £1,215 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (37069) 133418

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational Comprehensive. Roll 1031. Sixth Form 159
Near Cockfosters tube station and New Barnet B.R. station
Required for September 1987, Teacher of MATHEMATICS (Scale 2/3) one year appointment to replace a teacher on secondment. To teach MATHEMATICS throughout the age and ability range with an emphasis on GCSE and 'A' level work. The department makes extensive use of SMP materials.
Apply in writing to Head Teacher with full c.v. and names of two referees S.A.E. (05959) 133418

CUMBRIA
KIRKBIE KENDAL SCHOOL
Lound Road, Kendal LA9 7EQ
V.A. N.D. Comp. M 11-18
N.O.R. 1079
TEACHER OF MATHS Sc. 2
Required for September 1987. Capable of teaching of all levels, a variety of courses including G.C.S.E. and 'A' level courses in Maths, Further Maths and Statistics. You will be expected to make a major contribution to teaching achievement in years 1-3.
Applications in writing with full c.v. and names of 2 referees to the Head. Closing date 18.05.87. (31763) 133418

DONCASTER
ROSSINGTON COMPREHENSIVE
Bond Street, Doncaster DN11 0BZ
Tel: Doncaster 868414
MATHEMATICS DEPARTMENT
MATHEMATICS: SCALE 2
Wanted for September an enthusiastic, committed teacher of mathematics who is able to make a significant contribution to the work of this forward looking department. The department is committed to the SMP approach and the SMP 11-16 course is followed by all pupils.
A scale 2 is available for a suitably qualified and experienced candidate.
Candidates should apply by letter to John James Head.
We are an equal opportunities employer so applications from disabled persons are welcome. (31537) 133418

EALING
LONDON BOROUGH EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersbury Lane, Acton W3 8EJ
SECOND IN MATHEMATICS CURRICULUM AREA Scale 3
Required for September 87 a well qualified Mathematician to support the Co-ordinator of Mathematics in a strong department in this newly established multi-ethnic comprehensive High School.
The successful applicant will be required to further develop the proposals of the Cockcroft Report and make a major contribution to 'A' level Mathematics. The school Computer facilities and practical investigational approach to the teaching of Mathematics form an essential feature of the curriculum work within the curriculum area. Pupils are entered for the full range of external examinations and large number of pupils pursue 'A' level courses in Mathematics and Pure and Statistics.
A general commitment to multi-cultural education is essential. The recent introduction of community standards is providing to be an asset.
Relocation expenses payable subject to conditions.
£1,215 London Weighting.
Application forms obtainable from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE) to be returned by 22nd May.
Ealing's New Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (31448) [illegible]

SECONDARY MATHEMATICS
continued

ESSEX
MANNINGTREE SCHOOL
Colchester Road, Lawford, Manningtree CO11 2BW
Tel: (0206) 392852
(F: 16801)
TEACHER OF MATHEMATICS, SECOND IN DEPARTMENT Scale 2
Required September 1987, to share responsibilities in an enthusiastic, forward looking department, currently introducing SMP 11-16. Very good facilities and resource support.
Apply with cv and names of two referees to the Headmaster, from whom further details can be obtained. 133420
(33511)

GLOUCESTERSHIRE
Please see display advertisement on Page 83. 133420
(31691)

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE WOODRUSH HIGH SCHOOL
Hollywood
Please see Maths Scale 1 posts. 133420
(31441)

HERTFORDSHIRE
VERULAM SCHOOL
Brampton Road, St. Albans, Herts. AL1 4PR
Well established, Group 11, all-ability boys' school of 870 boys with 120 in the Sixth Form
Required for September a teacher of MATHEMATICS, Scale 2, plus London Fringe Allowance, to teach the subject from first year up to GCSE. The opportunity is available for some A Level work for a suitably qualified person but applications are also invited from candidates who could teach at a lest senior level.
Applications, together with curriculum vitae and the names and addresses of two referees, to the Headmaster as soon as possible. (31804) 133420

HERTFORDSHIRE
ST MARY'S HIGH SCHOOL (CHURCH OF ENGLAND)
Churchgate, Cheshunt, Herts. EN8 9ED
ALL ABILITY SCHOOL, 870 PUPILS (Boys and Girls 11-18) including 120 in Sixth Form
Required for September 1987. TEACHER OF MATHEMATICS (Scale 2 plus London Fringe Allowance)
To be second in Department and to take an active role in meeting the challenges of the G.C.S.E. syllabus thoughout the school. Candidates should be able to teach across the ability and age ranges up to and including 'A' level.
Applications with full curriculum vitae and names and addresses of two referees to the Headmaster at the School as soon as possible. (s.a.e. appreciated)
The County Council operates an attactive recruitment incentive scheme (43376) 133420

HOUNSLOW
THE GREEN SCHOOL FOR GIRLS
Busch Corner, Isleworth, Middlesex TW7 5BB
Tel: 01-568 3137
(Voluntary Aided Church of England)
Headteacher: Mrs J.A. Bartlett, B.Sc.
Required for September 1987 an enthusiastic forward looking Mathematics teacher (Scale 3) to join a lively team as deputy Head of Department. SMP 11-16 scheme is used in years one to five. Mathematics is a popular subject at 'A' level and is taught in a consortium with two local schools.
The successful candidate would teach throughout the school. An interest in teaching Statistics to 'A' level and in using a computer as a teaching aid would be an advantage.
Letters of application, giving full curriculum vitae and names and addresses of two referees to the Headteacher at the school. Please enclose stamped addressed foolscap envelope.
London Allowance £795 per annum.
Closing date 15.5.87.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (31707) 133420

JERSEY
STATES OF JERSEY EDUCATION COMMITTEE
D'HAUTREE SCHOOL
(N.O.R. 550 11-16 Co-Ed)
Required for Autumn Term, 1987.
SECOND IN CHARGE OF MATHEMATICS DEPARTMENT.
Jersey Scale - Salary Range £12,210 - £14,520 (Review 1.6.87).
Application form and Job Description available from Director of Education, Tel: 0534 71065, Ext. 261.
Closing date:- Tuesday 19th May, 1987.
(31389) 133420

KIRKLEES
METROPOLITAN COUNCIL
Ref: 1842
See Secondary Pastoral Scale 2 posts and above.
(31943) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SITTINGBOURNE HIGHSTED SCHOOL
Highsted Road, Sittingbourne ME10 4PT
Required for September, 1987 Second in strong, enthusiastic Mathematics department Scale 3. Proven administrative and teaching ability sought. 13 - 18+ upper school (sixth form 200). Pleasant locality.
Letters of application with names/addresses of two referees to the Head, from whom details available.
(37078) 133420

SUFFOLK
COUNTY COUNCIL
REYDON HIGH SCHOOL
Reydon, Southwold IP18 6PA
11-16; Roll 285
Required for September 1987, a qualified and experienced teacher to co-ordinate the teaching of Mathematics throughout the School, Scale 2/3.
This area of the School Curriculum presently covers S.M.P. 11-16 Project, Computer Studies and Information Technology.
Application by letter and C.V. as soon as possible, to the Acting Headteacher, Mr. P. Baker at the School, from whom further details can be supplied. (37058) 133420

Rewarding Opportunities in Education

Haringey Education Service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome.

The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curricular areas.

Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Haringey

PRIMARY SCHOOLS

BRUCE GROVE JUNIOR SCHOOL,
Sperling Road, N17 6UH. Tel: 01-808 1966

Language Development Scale 2 + S.P.A.
Class Teacher required for September 1987, with responsibility for the review of the Language Policy of the School and the operation of the school library.
Visit to the school welcomed, please contact the Headteacher.
CLOSING DATE: 22 May 1987

CAMPSBOURNE INFANT SCHOOL
Nightingale Lane, N8 7AF. Tel: 01-340 7153

Nursery Teacher
Required for September for this single unit Nursery Class, attached to a 3 form entry Infant School. You should be keen to work co-operatively, committed to parental involvement and have an understanding of the needs of children from ethnic minority background. A Scale 2 is available for applicants who are able to take responsibility for Curriculum Development.
Visit to the school welcomed, please contact the Headteacher Ann Wilson.
Closing date: 22 May 1987.

NORTH HARRINGAY INFANTS SCHOOL
Falkland Road, N8 0NU. Tel: 01-340 0948
North Harringay Infants is a multicultural school rich in its cultural diversity, and applicants should have an understanding of the needs of children from ethnic minority backgrounds.

Curriculum Co-ordinator (Scale 2)
We need an enthusiastic and imaginative infant teacher with experience of curriculum development and ability to take the lead in this. Please state your curriculum strengths and interests.
Visits are encouraged. Please telephone to make an appointment.
Closing date: 22 May 1987.

SECONDARY SCHOOLS

HIGHGATE WOOD SCHOOL
Montenotte Road, Hornsey, London N8 8RN. Tel: 340-1771/348-2627
Group 11 Mixed Comprehensive 11-18.
1050 pupils — 100 in 6th Form.
Head: James M. Smith, M.A.
Application forms and further details of the following posts (sae please) are available from the Head of the School, to whom completed forms should be returned by 18 May 1987.

Required for September 1987:

1. DEPUTY HEAD — GROUP 11
A well qualified and experienced teacher is sought to join the Senior Management Team in this multi-ethnic school.
Candidates should already have successful experience of managing staff, pupils, curriculum development and resources.
The vacancy arises from the promotion of the present postholder to a headship.

2. HEAD OF CHEMISTRY — SCALE 3
A well qualified and experienced Chemist is sought to lead the Chemistry Department within the Science Faculty. The Faculty moves into brand new accommodation in October 1987.

3. HEAD OF HOME ECONOMICS — SCALE 3
A well qualified and experienced Home-Economist is sought to take responsibility for the subject throughout the school.

4. TEACHER OF MATHEMATICS — SCALE 2
A well qualified Mathematics specialist with relevant experience is sought to join a progressive Faculty committed to S.M.I.L.E. There are opportunities to teach the full age and ability range, up to G.C.S.E. and 'A' Level. The additional responsibility will be allocated according to the strengths and interests of the successful candidate.

5. HOME ECONOMICS TEACHER — SCALE 1
A well qualified Home Economist is sought to teach the subject throughout the age and ability range. The post would suit a new entrant to the profession. An interest in teaching Child Development would be an advantage.

6. TEACHER OF P.E. — SCALE 1
A well qualified P.E. Specialist is sought to teach the subject across the age and ability range. The School enjoys excellent on-site facilities. The post would suit a new entrant to the profession.

7. TWO TEACHERS OF MATHEMATICS — SCALE 1
Two well qualified Mathematicians are sought to teach the subject across the age and ability range to G.C.S.E. and 'A' Level. The Mathematics Faculty is committed to S.M.I.L.E. and its team approach would provide good support and development for new entrants to the profession.

9. TEACHER OF CHEMISTRY — SCALE 1
A well qualified Chemist is sought to teach the subject up to G.C.S.E. and possibly 'A' Level. There will also be scope to teach Integrated Science in the Lower School. The Faculty is about to move into brand new accommodation. The post would suit a new entrant to the profession.

10. TEACHER OF C.D.T. — SCALE 1
A well qualified teacher of Craft, Design and Technology is sought to teach across the age and ability range. The post would suit a new entrant to the profession.

11. TEACHER OF SPECIAL NEEDS — SCALE 1
Teacher of Special Needs required. This is a new post within the Special Needs department. It would suit a recently qualified Arts graduate with an interest/expertise in Special Needs.

THE SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London N8 7DT.
Headmaster: D. F. Caveen, B.Sc.
Church of England Voluntary Aided Mixed 11-18 Comprehensive. 1100 on roll.

TEACHER OF SCIENCE — SCALE 1
Required for September, a well qualified Teacher to join a large, committed Department and teach all ages and abilities in a broad, balanced curriculum.
Biologist preferred. Excellent facilities.

Application forms and further details are available from the Headmaster (s.a.e. please). Completed forms should be returned to him by 15 May 1987.

WHITE HART LANE SCHOOL
White Hart Lane, Wood Green, London N22 5QJ.
Tel: 01-889 6761
Headteacher: Mr L. G. Warne
Required for September 1987:

HEAD OF BUSINESS EDUCATION
(including Information technology), Scale 4
A well qualified teacher is sought to extend development in all aspects of Information Technology and Business Education. The School has a new Business Education Centre which is now appropriately equipped to begin B.I.S. Courses in the near future. Business Studies Courses are already well established in Years 4, 5 and 6.
Application forms and further details can be obtained from The Headteacher, to whom completed forms should be returned by FRIDAY, 15 May 1987.

AN OPPORTUNITY TO JOIN HARINGEY'S FIRST COMMUNITY SCHOOL.
GLADESMORE COMMUNITY SCHOOL
Gladesmore Road, Tottenham, London N15 6TJ.
Tel: 01-800 0884.
Headteacher: Helen Marmot
11-18 years, Multi-racial, Co-educational, Comprehensive, Community school situated on one site.
Roll: 1100 with 90 students in the Sixth Form.
Required for September 1987 or earlier.

HEAD OF COMMUNITY EDUCATION
(Salary: Senior Teacher equivalent — J.N.C. conditions)
To co-ordinate, supervise, promote and develop a Community Education policy and programme which follows the Council's anti-racist and anti-sexist guidelines and responds to the needs of the community served by the school. The successful candidate will have qualifications and/or experience at an appropriate level in one or more of the following areas: teaching in schools, Further or Adult Education, youth work. She/he will join a senior management team of Headteacher, three Deputies and seven Senior Teachers and he/she will lead and inspire a large team of community education workers encompassing play, youth and adult sections.
A range of day/evening classes, community groups and clubs for Senior Citizens and Young Mothers and a Health Clinic are well established features, as is a varied and flourishing programme of Youth activities.
In addition to the extensive resources of this large school, a recently built compact but comfortable Community Wing is available for day-time and evening use.
This important post offers considerable scope for a resourceful, enthusiastic person of vision, drive and experience who is willing to work hard to achieve the defined goals.

Application forms, job description and further details are available from the Headteacher, to whom completed forms should be returned by 18 May 1987.
Social priority allowance £201/£276.
Short listed candidates will be invited to visit the school prior to interview.

Applications are invited for the above vacancies. Unless otherwise stated, application forms and further details may be obtained (s.a.e. please) from Chief Education Officer, 48 Station Road, London N22 4TY and should be returned to this address.
London Allowance £1,215 payable. Removal Expenses — 100% in approved cases for permanent posts. (16986)

SECONDARY MATHEMATICS
continued

HAVERING
LONDON BOROUGH OF HAVERING
EMERSON PARK SCHOOL
Wych Elm Road, Wingletye Lane, Hornchurch RM11 3AD
Tel: Hornchurch 43773
Headteacher: J.A. Fowler, M.A.
(Roll 950 Mixed)
Required for September 1987, a teacher of Mathematics to share the work of a large and successful Department. The teaching commitment involves work from first to Fifth Years, but can be tailored to suit particular skills or preferences.
Applications are equally welcome from experienced teachers or new entrants to the profession. A Scale 2 appointment being available for a suitably experienced candidate.

ROYAL LIBERTY SCHOOL
Upper Brentwood Road, Romford, Essex RM2 6HJ
Tel: Romford 40544
Headteacher: J.P. Coles, M.A.
(Roll 640 Boys)
Required for September 1987, teacher of Mathematics to GCE Level. A Scale 2 post could be available for a suitably qualified candidate. Applications from the newly qualified welcome.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher at the school concerned as soon as possible.
(05300) 133420

LONDON N6
ST. ALOYSIUS' COLLEGE
30 Hornsey Lane, Highgate, London N6 5LY
A Roman Catholic Voluntary - Aided Comprehensive School for Boys in the 11-18+ age range
Required for September 1987: An experienced and enthusiastic Honours Graduate as Deputy Head of English implementing curriculum development initiatives and help to co-ordinate the day-to-day working of the Departments. Practising Catholic preferred.
Applications, together with names and addresses of two referees, should be addressed to the Clerk to the Governors at the above address.
(31524) 133420

LONDON NW6
ST. AUGUSTINE'S CHURCH OF ENGLAND SCHOOL
Oxford Road, London NW6 5SN
Required for September, 1987 or as soon as possible an energetic and experienced teacher (Scale 2) to join a lively and forward-looking department. The SMILE scheme is used, and an interest in statistics and the use of computers in mathematics is essential. Experience in internal monitoring of pupils progress and external assessment procedures would be useful. Applicants should be in sympathy with the Christian aims of the school.
Apply in writing to the Headteacher giving CV and two referees. Application forms will be sent in reply.
(31370) 133420

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

ILFORD COUNTY HIGH SCHOOL
Fremantle Road, Barkingside, Ilford, Essex IG6 2JB

Tel: 550 2581

Headteacher: Mr J.D. Moore, M.A.

Required for: September 1987:

A well qualified and experienced teacher of Mathematics (Scale 2) to teach up to G.C.S.E., 'A' and 'S' level standard in a strong department in this highly selective boys' grammar school. (VI form: 180).

Interested applicants should telephone the Headteacher at the school in the first instance, and apply in writing with full C.V. giving the names, addresses and telephone numbers of 2 professional referees.

It is intended that interviews will be held during the week beginning 18th May.

Removal and relocation expenses (up to £3,850) are payable in approved cases.

London Weighting (£795). (31945) 133420

WEST SUSSEX
TEACHER OF MATHEMATICS SCALE 2
ST. PAUL'S R.C. SCHOOL
Haywards Heath
11-18 Mixed Comp. NOR 548 (including 87 in the Sixth Form)
Required for September 1987 an experienced teacher to join a lively and successful department to teach all abilities and ages. An ability to teach Mechanics or Statistics to 'A' level would be an advantage.
Application form and further details from the Headmaster, St. Paul's R.C. School, Oathall Avenue, Haywards Heath, West Sussex RH16 3ET (s.a.e. please) or Tel: Haywards Heath (0444) 450084. Assistance with removal expenses in approved cases. Closing date 18th May 1987.
(31494) 133420

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1411)
Required for September 1987 or earlier:
A well-qualified, enthusiastic teacher of Mathematics to join a forward-looking department where the foundations of the Cockroft Report have been firmly laid. Sixth form work would be available to an appropriately qualified candidate. Scale 1 plus £1,215 per annum Inner London Allowance. This post would suit a new entrant to the profession.
Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.

ROBERT CLACK COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham, Essex
(Roll 1511)
Required for September 1987:
Assistant teacher of Mathematics. An opportunity has arisen for a Scale 1 teacher within our large, successful Mathematics Department. It would be possible to suit the interests of the applicant when arranging the timetable. In the lower school, SMP has recently been introduced with most encouraging results. It is envisaged that this will eventually be taught throughout to G.S.C.E. 'Double' and 'Single' Maths are taught to 'A' level. Computing is taken as a popular option subject in the upper school. Part-time or full-time considered. £1,215 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Applicants are most welcome to visit the school at any time.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (37070) 133422

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational Comprehensive. Roll 1031, Sixth Form 159
Near Cockfosters tube station and New Barnet B.R. station
Required for September 1987, Teacher of MATHEMATICS, Scale 1. Possibility of Scale 2 for a teacher with experience. To teach MATHEMATICS throughout the age and ability range with an emphasis on GCSE and 'A' level work. The department makes extensive use of SMP materials.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
(05958) 133422

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Tel: 597125
Required for September 1987, a Mathematics teacher, Scale 1, to participate in the full range of courses in this large department. 'A' level teaching a possibility.
Applications to be sent as soon as possible to Clerk to the Governors accompanied by two testimonials and marked 'Applications'.
Bedfordshire is an Equal Opportunities Employer.
(31921) 133422

BERKSHIRE
BRIGIDINE CONVENT SCHOOL
Windsor
Tel: 0753 863779
Independent Girl's School (11-18 years)
Required for September 1987, TEACHER FOR MATHEMATICS WITH SCIENCE TO G.C.S.E. LEVEL - interest in practical and investigational Mathematics desirable - possibility of A-level Mathematics teaching for suitable candidate.
Salary according to nationally agreed scales.
Please apply with c.v. and names and addresses of two referees to the Headmistress.
(43484) 133422

BEXLEY
LONDON BOROUGH CHISLEHURST & SIDCUP GRAMMER SCHOOL
Hurst Road, Sidcup, Kent DA15 9AG
Tel: 01-302 6511
Required for September 1987 a graduate to teach Mathematics Scale 1 throughout the school to at least 'A' level. The department is large, well equipped and highly successful.
Application forms and further details available from the Headteacher. (37063) 133422

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Leadenhall, Milton Keynes MK6 5EH
Headteacher: A.K. Harrison, BA
Required from September 1987, a teacher of Mathematics to teach throughout the age and ability range. Scale 1.
This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12-16 and has purpose-built Sixth Form accomodation for up to 240 pupils. It has strong form teacher support for its pupils and developing community involvement.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details may be available from the Headteacher on receipt of an A5 stamped addressed envelope. (31848) 133422

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

ST. ANDREWS C OF E (M) SCHOOL
Warrington Road, Croydon CR0 4BH

Tel: 01-686 8306

Required for September 1987 for this Group 7 (330 on roll) Christian School a teacher of Maths (Subsidiary Physics). The school is very well equipped and seeks to be at the forefront of development. Candidates should be in sympathy with the Christian nature of the school. Applicants should contact the Headmaster for details.

Salary: Scale 1.

Tenable: September 1987. (04867) 133422

DONCASTER
HATFIELD HIGH SCHOOL
Ash Hill, Hatfield, Doncaster DN7 6JH
Tel: Doncaster 840961
Required for September 1987, a Scale 1 teacher of Mathematics for this 13-18 Comprehensive School. S.M.P. Mathematics is taught at G.C.S.E. and 'A' Level.
Application forms from probationers welcomed. Further details and forms of application from the Headmaster, to whom they should be returned as soon as possible (s.a.e. please).
We are an equal opportunities employer so applications from disabled persons are welcome. (31539) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
CHACE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3HQ
Roll 810
Required September 1987, teacher of MATHEMATICS, Scale 1. This is a new post due to an increasing school roll and the successful candidate is expected to teach Mathematics throughout the school. The subject is taught to all levels in the School - the teaching at 'A' and 'S' level being as part of a Borough Collegiate System.
The school became co-educational in September 1985 and by September 1987 the first three years will be mixed.
Chace School is situated in a popular residential area in the northern part of Enfield close to Green Belt. It enjoys a good reputation with local residents.
London Allowance, £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from, and to be returned to, the Headmaster, as soon as possible.
An equal opportunity employer. (31579) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, Edmonton N9 9TN
Voluntary Aided Grammar School
(1240 Mixed: 330 in Sixth Form)
Master/Mistress (Scale 1) required September 1987, to teach MATHEMATICS at all stages to University entrance. The ability to offer Applied Mathematics and/or Statistics to 'A' level would be an advantage.
This is a strong department, in each year group about 90 pupils take varied 'A' level courses in Mathematics and there is plenty of scope for Sixth Form teaching for a suitably qualified candidate.
London Allowance, £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Letter of application should be sent to the Headmaster, with names of two referees and stating qualifications and experience.
An equal opportunity employer. (31588) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, Edmonton, London N9 9TN
Voluntary Aided Grammar School
(1240 Mixed: 330 in Sixth Form)
Required September 1987, well-qualified graduate to teach ENGLISH throughout the School to University entrance. Scale 1 post. There are about 45 'A' level candidates per year.
There are excellent libraries; Music and Drama are prominent in the life of the School.
London Allowance, £795.
Further details are available from the Headmaster, to whom a letter of application, with the names of two referees, should be sent, state qualifications and experience, and any subsidiary teaching subject or other relevant interest.
An equal opportunity employer. (31587) 133422

ESSEX
THE BRAMSTON SCHOOL
Spinks Lane, Witham CM8 1EP
Tel: (0376) 512911
(Roll 1,280. Mixed 11/18 Comprehensive. TVEI School)
TEACHER OF MATHEMATICS Scale 1
For September 1987 to join lively specialist Department. Excellent facilities and teaching conditions - suit new entrant. Visits welcome.
Please telephone or write for details (enclosing foolscap sae).

THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
Tel: Harwich 506272
(Roll 1,400 11/18)
TEACHER OF MATHEMATICS Scale 1
Required September 1987 for successful well equipped and progressive Faculty. Teaching available to 'A' Level. Ideal first appointment.
Applications to the Headteacher enclosing cv, names of two referees and a foolscap envelope. (43352) 133422

GLOUCESTERSHIRE
Please see display advertisement on Page 83.
(00190) 133422

HAMPSHIRE
WESTGATE SCHOOL
Cheriton Road, Winchester SO22 6JJ
11-16 comp mixed. N.O.R. 769
Mathematics. Possibility of Scale 2 post for suitable candidate.
Letter of application with full curriculum vitae, names and addresses of two educational referees and stamped addressed envelopes to the Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31675) 133422

HAVERING
LONDON BOROUGH OF HAVERING
See our two advertisement for Mathematics teachers under Secondary Mathematics Scale 2 posts. (05297) 133422

HEREFORD AND WORCESTER
COUNTY COUNCIL

THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywood, Birmingham B47 5JN

Required from September 1987, a well qualified teacher of Mathematics (Scale 1), to teach the subject throughout the school (a Scale 2 post could be available for a suitably experienced candidate). The new 11-16 S.M.P. scheme was introduced in September 1985 and will eventually replace the old S.M.P. scheme in the first five years. In the Sixth Form, pupils follow a traditional course in Pure and Applied Mathematics.

Initial letter of Application with C.V. and S.A.E. to the Headteacher from whom further details and application forms may be obtained.

Closing date 18th May 1987. (43443) 133422

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Please see main advertisement under Independent Section - Maths - Other Assistants.
(43237) 133422

HERTFORDSHIRE
SIR JOHN LAWES SCHOOL
Manland Way, Harpenden
Group 8
Required for September - well qualified TEACHER OF MATHEMATICS (Scale 1 + London Fringe Allowance) in this 11-18, mixed, all-ability school of 850 pupils. For a suitable candidate there would be the opportunity of 'A' level teaching in the expanding 6th form. The authority has an attractive relocation scheme for teachers moving into Hertfordshire.
Further details and application form. s.a.e. please, from the Headmaster.
(00183) 133422

HERTFORDSHIRE
THE JOHN WARNER SCHOOL
Stanstead Road, Hoddesdon, Herts. EN11 0QF
Qualified teacher of Mathematics, Scale 1 required for September 1987.
The teacher appointed will have opportunities to teach pupils of all abilities and all ages up to GCSE and possibly some A level work. SMP 11-16 course followed. Maths taught in new classroom block and Micro computers are available for use inside classes and after school.
Please apply immediately to Headmaster, including curriculum vitae and quoting two referees.
The County Council operates an attractive recruitment incentive scheme.
(31803) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
MEOPHAM SCHOOL
Wrotham Road, Meopham, Kent DA13 0AH
A high school under the Thames - Side scheme with well established examination courses and a forward looking Mathematics department. Required from September 1987, a teacher for Mathematics.
Application by letter to the Headmaster giving details of education and experience and names, addresses and status of 2 referees. Possibility of help with temporary housing in approved cases.

WEST KENT AREA
SANDOWN COURT SCHOOL
Blackhurst Lane, Tunbridge Wells, Kent TN2 4PY
Group 10
Required for September 1987 a teacher of Mathematics Scale 1 to join a lively department to teach across the whole age and ability range.
Applications by letter to the Headteacher from whom further details are available giving the names and addresses of two professional referees. S.a.e please.

MID KENT AREA
ST. SIMON STOCK SCHOOL
Oakwood Park, Maidstone ME16 0JP
Graduate teacher of Mathematics for September 1987 to teach across age and ability range and employ practical and investigative methods. Teachers seeking first appointment welcomed. School is a mixed 11 - 18 wide ability Catholic School (835 on roll including 120 in sixth-form) with established courses at all levels.
Apply with C.V. and two referees to Headmaster. S.a.e. please. (37079) 133422

NORTH TYNESIDE
COUNCIL
EDUCATION COMMITTEE
ST. ANSELM'S HIGH SCHOOL
Lynn Road, North Shields, Tyne and Wear NE29 8LF
Required for 1st September 1987 for one year only.
Scale 1 TEACHER of MATHEMATICS to G.C.S.E. level with some remedial number work.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement.
(37093) 133422

OXFORDSHIRE
COUNTY COUNCIL
THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX2 7EE
Group 10. Mixed Comprehensive 13-18 years (f.e. 750 on roll, 180 in VIth Form)
Required for September 1987 graduate teacher, Scale 1 (with possibility of Scale 2), to share in the teaching of 'A' Level Maths classes in 1987-88. An interest in the development of a GCSE course with a large coursework element will be an advantage.
Application forms and further details from the Acting Headteacher (s.a.e. please).
An equal opportunity employer. (04889) 133422

ROTHERHAM
METROPOLITAN BOROUGH

Rotherham is an equal opportunities employer

DEPARTMENT OF EDUCATION

WALES COMPREHENSIVE SCHOOL
11-18 mixed. Approx. 1606 on roll. Approx. 163 in 6th form

Required for September 1987.

ASSISTANT TEACHER SCALE 1.

Good Honours Graduate for Mathematics to teach to all levels in a well-equipped and resourced Department. The post will be especially attractive to those completing their last year of training.

Closing Date: 22nd May 1987.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Storth Lane, Kiveton Park, Sheffield S31 8RS Tel: Worksop 771291.

G. Crane, Director of Personnel Resources.
(43465) 133422

CLEVELAND COUNTY COUNCIL

Cleveland County Council

AN EQUAL OPPORTUNITIES EMPLOYER
Closing date: 22nd May, 1987.
Application forms and further details of the under-mentioned posts obtainable from and returnable to the Head Teacher/Principal at the School/College. Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees. Financial assistance with household removal expenses may be available in approved cases.

SIXTH FORM COLLEGE
STOCKTON SIXTH FORM COLLEGE (649 on roll),
Bishopton Road West, Stockton, Cleveland TS19 0QD.
(Tel: Stockton 612811)
Scale 1 Computing
Required for September, 1987, a teacher able to teach Computing Science to 'A' level and to make a contribution to Information Technology across the curriculum. Some interest in electronics would be an advantage.

SECONDARY SCHOOLS
DYKE HOUSE SCHOOL (11-16 mixed comprehensive, 1107 on roll),
Mapleton Road, Hartlepool, Cleveland TS24 8NQ.
(Tel: Hartlepool 266377)
Scale 4 Head of Modern Languages
Required for September, 1987, a suitably qualified and experienced teacher to be responsible for the work of the Modern Languages Department. French and German are currently taught to public examination level.

MANOR SCHOOL (11-16 mixed comprehensive, 770 on roll),
Owton Manor Lane, Hartlepool, Cleveland TS25 3PS.
(Tel: Hartlepool 287018).
Scale 1 Modern Languages
Required for September, 1987, a teacher of French. Ability to offer German desirable, but not essential.

IAN RAMSEY C.E. (AIDED) SCHOOL
(11-18 mixed comprehensive, 1072 on roll),
Green Lane, Stockton, Cleveland TS18 5AJ.
(Tel: Stockton 585205).
Scale 1 Modern Languages
Required for September, 1987, a teacher of French. Ability to offer German desirable, but not essential.

CONYERS SCHOOL (11-18 mixed comprehensive, 1010 on roll),
Green Lane, Yarm, Cleveland TS15 9ET. (Tel: Eaglescliffe 783253).
Scale 1 Modern Languages
Required for September, 1987, a teacher of French. 'A' level work available. Ability to offer a second language desirable, but not essential.
Scale 1 Business Studies
Required for September, 1987, in this 11-18 school, an enthusiastic and lively teacher willing to take on the challenge of Business Studies throughout the school.

KINGS MANOR SCHOOL (11-16 mixed comprehensive, 698 on roll),
Hall Drive, Acklam, Middlesbrough, Cleveland TS5 7DY.
(Tel: Middlesbrough 818200).
Scale 1 Business Studies and Information Technology
Required for September, 1987, in this 11-16 school, an enthusiastic and lively teacher willing to take on the challenge of Business Studies throughout the school.
(13418)

SECONDARY MATHEMATICS
continued

OXFORDSHIRE
COUNTY COUNCIL
CHENEY SCHOOL
Gipsy Lane, Headington, Oxford OX3 7QH
11-18 Comprehensive, 884 on roll, 165 in Sixth Form)
Required for September, a full-time teacher of MATHEMATICS. Ability to teach to 'A' level and interest in practical and investigational work desirable. Department is using new ATM framework-based GCSE. Initially temporary but could become permanent.
For further details and application form, please send s.a.e. to Headteacher.
An equal opportunity employer. (04890) 133422

ROTHERHAM
METROPOLITAN BOROUGH

Rotherham is an equal opportunities employer

DEPARTMENT OF EDUCATION

WATH POPE PIUS X R.C. (A) SCHOOL
11-16 mixed. Approx. 496 on roll

Required for 1st September, 1987.

ASSISTANT TEACHER - SCALE 1.

Teacher required for Spanish throughout the school to G.C.S.E. level. Languages are a core element for all pupils. French and European Studies are also offered. Pupils participate in exchange and day visits.

Closing Date: 22nd May, 1987.

Curriculum Vitae and details of two persons for reference to the Clerk to the Governors, c/o the School, Wath Wood Road, Wath upon Dearne, Rotherham S63 7PG Tel: Rotherham 873218 from whom further particulars are available.

G. Crane, Director of Personnel Resources.
(43467) 133422

SHROPSHIRE
ARCALL WOOD SCHOOL
Golf Links Lane, Wellington, Telford, Shropshire TF1 2DT

Tel: Telford 3823

11-16 mixed comprehensive school

Required for September 1987. Permanent, Full-time Scale 1 Teacher of Mathematics to join a young and forward looking department and to teach across the age and ability range.

Application forms and details from the Head (SAE required).
(37735) 133422

SHROPSHIRE
LUDLOW SCHOOL
Bromfield Road, Ludlow, Shropshire SY8 1DR

Tel: Ludlow 2681

11-16 mixed comprehensive school

Required for September 1987. Permanent, Full-time Scale 1 Teacher for the Mathematics Faculty. An ambitious mathematician required to join a lively, exciting and well-led team.

Application forms and details from the Head (SAE required).
(31319) 133422

SHROPSHIRE
PHOENIX SCHOOL
Manor Road, Dawley, Telford, Shropshire TF4 3DZ

Tel: Telford 591531

11-18 Mixed Comprehensive School

Required for September 1987, permanent, full-time, Scale 1 Teacher of Mathematics. The successful candidate will join a lively and developing dept committed to a practical and investigative approach to maths teaching.

Application forms and details from the Head (SAE required).
(37015) 133422

STAFFORDSHIRE
PAULET SCHOOL
Stanton Road, Stapenhill, Burton Upon Trent DE15 9RT
Required for September, 1987 Scale 1 teacher of PHYSICS and MATHEMATICS. Applications welcome from either physicists or Mathematicians.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

WILNECOTE HIGH SCHOOL
Tinkers Green Road, Wilnecote, Tamworth, Staffs. B77 5LF
Required for September, 1987, permanent full-time teacher (Scale 1) for MATHEMATICS (11-16) - S.M.P. Approach. The School is shortly to be re-housed in new buildings.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (43384) 133422

SURREY
EDUCATION COMMITTEE
GEORGE ABBOT SCHOOL
Woodruff Avenue, Burpham, Guildford, Surrey GU1 1XX
MATHEMATICS, Scale 1
For September 1987, a well qualified teacher of Mathematics to teach in this 12-18 mixed comprehensive school of 1475 students, including a sixth form of 290 students. The Mathematics Department is both large and successful with an outstanding record of examination results and the candidate appointed would have the opportunity of teaching across the full age and ability range.
Further details and application forms from the Headmaster at the school (Tel: 0483 38433). Closing date Wednesday 20th May.
(43193) 133422

SURREY
EDUCATION COMMITTEE
GUILDFORD COUNTY SCHOOL
Farnham Road, Guildford GU2 5LU
12-18 co-educational group 10
Required for September 1987 a teacher of MATHEMATICS. This lively department offers a range of courses including a A Levels in Mathmatics, Further Mathematics and Statistics. The department is also involved in innovative work with the APU and Surrey University.
Applications are invited from experienced teachers of new entrants to the profession.
Please telephone the Headmaster (Guildford 504089) for more details.
Letters of application to the Headmaster in the first instance. (31712) 133422

WALSALL
QUEEN MARY'S GRAMMAR SCHOOL
Walsall
(Voluntary Aided Selective: 660 Boys; 190 in Sixth Form)
Required for September, 1987: Scale 1 Teacher of Mathematics to join a very strong department. Ability to help with Geography or Economics a recommendation. Sixth form work available for suitable candidate.
Written applications, naming two referees, to: The Headmaster, Queen Mary's Grammar School, Sutton Rd., Walsall, West Midlands WS1 2PG.
Further details available on request. (05536) 133422

WILTSHIRE
TIDWORTH CASTLEDOWN SCHOOL
Ludgershall, Andover, Hants.

Tel: Andover 790778

(Group 9 mixed 11-16 Comprehensive 475 F.E.)

For September 1987.

Applications are invited for a teacher of Mathematics from a suitably qualified teacher. This post would be of particular interest to first time teachers.

Forms of application and further details from the Headmaster. Closing date May 25th. (43338) 133422

Modern Languages

Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
GREAT MARLOW SCHOOL
Bobmore Lane, Marlow SL7 1JE
HEADTEACHER: Mr. G. Hunter
NOR: 710 Mixed 12-17
Required for September 1987 an enthusiastic teacher of French to lead and develop a progressive Modern Languages Department. The candidate will have successful and substantial experience of teaching French and one or more other languages and will be committed to a communicative and active approach to pupil learning. Scale 3 is available.
Letters of application including full c.v. and the names of two referees should be sent to the Headteacher. Further details may be obtained from the school on request. (s.a.e. please). (31858) 133618

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
FRANK HOOKER SECONDARY SCHOOL
Knight Avenue, Canterbury CT2 8QA
Scale 2/3 required to teach French at this co-educational Group 10 TVEI School. French taught to all pupils in years 1-3 and is taken as an option to GCSE.
Application form and further details from the school (Tel: Canterbury 463971) to whom full letter of application and CV should be returned as soon as possible. (37080) 133618

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

HATHERSHAW SCHOOL
Bellfield Avenue, Oldham

HEAD OF MODERN LANGUAGES - Scale 3

Available from 1st September 1987. A well qualified and experienced teacher is required to lead a forward looking and innovative department. The successful candidate will be expected to teach French throughout the school up to 'A' level standard and to contribute to the teaching of a second language.

Please apply by letter to the Head at the school including full cv and names and addresses of 2 referees by 15th May.

An Equal Opportunity Employer.

Assistance with Local Authority Housing Available. (31782) 133618

OXFORDSHIRE
COUNTY COUNCIL
CHIPPING NORTON SCHOOL
Burford Road, Chipping Norton
Group 11 - Roll 940 (5 Form entry 11-18)
Required for September - Head of modern languages (scale 3) within a large faculty. The successful applicant must be able to teach both French and German and be responsible for the organisation of both subjects up to 'A' level and the oversight of school's upto foreign exchange schemes to both France and Germany.
Application forms available from the Headteacher (Tel: C.Ntn. 2007) to be returned as soon as possible (Sae please).
An equal opportunity employer. (43274) 133618

WIRRAL
METROPLITAN BOROUGH OF WIRRAL
HILBRE SECONDARY SCHOOL
Frankby Road, West Kirkby, Wirral
(11-18 Secondary Modern School, 775 pupils on roll)
Required for September, 1987 HEAD OF MODERN LANGUAGES - SCALE 2 Enthusiastic Linguist is required to develop courses for all pupils.
Apply by letter enclosing full curriculum vitae and the names and addresses of two referees to the Headteacher as soon as possible.
(31555) 133618

Scale 2 Posts and above

BEDFORDSHIRE
EDUCATION
HASTINGSBURY UPPER SCHOOL
Hill Rise, Kempston, Bedford MK42 7EB
Tel.: Bedford 853636
Required for September 1987, a teacher to be second in the Modern Languages Department, scale two, to join an enthusiastic team. French and/or German required.
Please apply immediately by letter to the Headteacher giving the names and addresses of two referees. S.A.E. please for an application form and further details.
Closing date: Tuesday 19th May 1987.
An Equal Opportunities Employer. (31911) 133620

BIRMINGHAM
KING EDWARD VI CAMP HILL SCHOOL FOR BOYS
GRADUATE FRENCH TEACHER
See under 'Secondary, Modern Languages Scale 1 posts'.
(31930) 133620

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
THORNTON SCHOOL
TEACHER OF FRENCH (Scale 2)
Required for 1st September, 1987 an enthusiastic, suitably qualified (good honours graduate preferred) and experienced teacher of French. The department offers 'A' level, and G.C.S.E. French courses as well as Modern Languages mudular curriculum units accredited by the Northern Examination Association. There is full scope for further development and initiatives in these new areas.
The successful candidate must be willing to encourage full pupil participation to undertake relevant visits and trips to France, and to make a contribution in the effective running of this strong and dynamic department. A willingness to contribute to extra-curricular activities and the ability to teach German would be an advantage but is not essential.
Application forms and further details may be obtained (s.a.e. please) from the Headmaster, Thornton School, Leaventhorpe Lane, Thornton, Bradford BD13 3BH to whom completed forms should be returned by 18th May, 1987. Reference ET 44687/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, race, sex or disability, who meet the job requirements. (34794) 133620

ESSEX
EPPING FOREST HIGH SCHOOL
Borders Lane, Loughton IG10 3SD
Tel: 01-508 4080
(Roll 1,050, 11-18 years)
TEACHER OF GERMAN WITH FRENCH Scale 2
Required for September, well qualified and committed teacher to join well resourced Department.
Letter of application to Headteacher of School, together with foolscap sae, curriculum vitae and names of two referees.
(43359) 133620

GLOUCESTERSHIRE
Please see display advertisement on Page 83.
(00191) 133620

GUILDFORD
ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 day boys aged 11 to 18 - 200 in 6th Form)
Required in September, a well-qualified Graduate to teach FRENCH throughout the school, up to and including university entrance. Modern languages are strong; the department is large, progressive and successful. Academic standards are high; working conditions are excellent. Preference may be given to a candidate able to offer some German; ability and willingness to help with games such as rugby and cricket, and extra-curricular activities such as CCF and Scouts, will be a distinct advantage, as will an enthusiasm for organisation of holidays and exchanges abroad.
Salary Baker plus. Equivalent of Burnham Scale 2 available for appropriately qualified and experienced candidate.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be sent by 22nd June to the Headmaster (French), The Royal Grammar School, High Street, Guildford GU1 3BB.
(31451) 133620

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
FOLKESTONE SCHOOL FOR GIRLS
Coolinge Lane, Folkestone, Kent
Maintained Selective 11-18. 6th Form 300+
Required for September 1987 well qualified Modern Language Graduate experienced in Pastoral Responsibility at 4/5 year level. Scale 3.
Applications by letter to Headteacher naming 2 referees. Job specification available on request. (S.A.E. please)
CLOSING DATE: 15th May 1987. (37081) 133620

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

THORNHILL HIGH SCHOOL
Valley Drive, Thornhill, Dewsbury WF12 0HE

Ref: 1844

Required for September 1987 a teacher of FRENCH SCALE 2 in this 11-16 mixed comprehensive school.

An ability to offer a second modern language would be desirable.

WESTBOROUGH HIGH SCHOOL
Stockhill Street, Dewsbury WF13 2JE

Ref: 1845

Required for September 1987 a SCALE 2 teacher to be in charge of FRENCH in this 11-16 mixed multicultural comprehensive school. An ability to offer a second modern language would be desirable.

Application forms and further details from the Headteachers at the schools to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be sent to all applicants. (43432) 133620

LONDON SE3
BLACKHEATH BLUECOAT C OF E (MIXED) SCHOOL
Old Dover Road, Blackheath, SE3 8SY
Tel: 01-858 8221
Headmaster: Mr. John Thurley
Scale 2 Teacher to act as second in the Modern Languages Department and to take responsibility for the organisation of Spanish throughout the school.
Application forms and further details from the Head Teacher of the school. Closing date for applications Friday 15th May. (31981) 133620

SUFFOLK
COUNTY CUNCIL

GREAT CORNARD UPPER SCHOOL
Head Lane, Great Cornard

(mixed comprehensive 13-18; 1080 on roll)

Required for September 1987, Teacher of MODERN LANGUAGES (Scale 2) with responsibility for German up to and including 'A' level. A Scale 3 post is available for a suitably qualified applicant able to offer experience and initiative to undertake additional responsibilities within the modern languages area of the curriculum.

Apply by C.V. and letter of application indicating which post applied for and outline experience relevant to continuing the development of a 'Language for All' policy. Closing date 1 week from appearance of this advert. (37113) 133620

WEST SUSSEX
HEAD OF GERMAN
DURRINGTON HIGH SCHOOL
Worthing
Salary: Scale 2
This thriving co-educational high school (12-16, 1,300 on roll) seeks for September 1987 a Head of German (Scale 2) to join a strong languages faculty where German is already established as an optional first foreign language from 12 plus on.
For details ring Worthing 44957.
Apply by letter with c.v. and two referees immediately to the Headmaster, Durrington High School, The Boulevard, Worthing, West Sussex BN13 1JX. (31482) 133620

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
PUTTERIDGE HIGH SCHOOL & COMMUNITY COLLEGE
Putteridge Road, Luton, Beds.
Tel: 415791
Required for September 1987, a teacher of Frech or German Scale 1. The ability to teach both languages or offer English would be an advantage.
Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(31919) 133622

CORNWALL EDUCATION COMMITTEE

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.
SECONDARY SCHOOLS
Camborne School,
Cranberry Road, Camborne, Cornwall TR14 7PJ.
Group 12. NOR 1315. Sixth Form of 120.
MUSIC: SCALE 1
Required at Camborne School from September 1987, a suitably qualified teacher to assist with the teaching of Music up to GCSE level in a lively and well equipped Music department. Applicants must have a modern and enthusiastic approach and an interest in electronic music would be an advantage. Please state other subjects offered, flexibility in this area will be important.
Application forms/further details are available from the Headteacher on receipt of SAE.
Newquay Treviglas School,
Bradley Road, Newquay, Cornwall TR7 3JA.
Group 10. NOR 720. Sixth Form of 60.
MODERN LANGUAGES: SCALE 1
Wanted for September 1987 a well qualified teacher for the above post. Applicants should be able to teach both French and German.
Application forms/further details are available from the Headteacher on receipt of SAE.
(04269)
CORNWALL COUNTY COUNCIL

CYNGOR SIR DYFED COUNTY COUNCIL

CYNGOR SIR DYFED COUNTY COUNCIL

1. ABERAERON COMPREHENSIVE SCHOOL, ABERAERON (Group 10)
a) HEAD OF BIOLOGY DEPARTMENT (Scale 3) £8910-£12627; to be responsible for the organisation and teaching of the subject to 'A' level. A knowledge of Bio-Technology and Food Technology would be an advantage. Welsh desirable.
b) HEAD OF MODERN LANGUAGES (Scale 3) £8910-£12627; to organise the teaching of French and German throughout the school and to share in the teaching of French to 'A' level. Welsh desirable.
c) Good Honours Graduate to teach ENGLISH to G.C.S.E. level. An interest in Extra-Curricular activities associated with the subject would be an advantage (Scale 1) £6423-£9804/£10533.
d) A teacher of C.D.T. to teach the subject throughout the school. The subject is taught to G.C.S.E. and 'A' level. The successful candidate will be required to teach the C.D.T. options: Design and Realisation, Design and Communication, Applied Technology. The school has well equipped C.D.T. workshops and is involved in the Dyfed T.V.E.I. Scheme (Scale 1) £6423-£9804/£10533.
Application by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 14th May, 1987.

2. ST PADARN'S R.C. V.A. PRIMARY SCHOOL, ABERYSTWYTH No. on Roll 140
Applications are invited from practising Roman Catholics for the post of RECEPTION CLASS TEACHER (Scale 1) £6423-£9804/£10533.
Application by letter including curriculum vitae and the names and addresses of two referees to be returned to the Chairman of the Board of Governors, Rev Hugh Clarke O. Carm, The Presbytory, Queen's Road, Aberystwyth SY23 2HS by 18th May, 1987.

3. BRASS PERIPATETIC TEACHER – Carmarthen Area Schools
A suitably qualified peripatetic Brass teacher for the above area (Primary and Secondary Schools. Applicants should have knowledge and experience of teaching the whole range of Orchestral and Band Instruments (Scale 1) £6423-£9804/£10533.
Application forms are available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwrlwyd, Carmarthen SA31 2NH to whom they should be returned by 21st May, 1987.

4. GLAN-Y-MOR COMPREHENSIVE SCHOOL, BURRY PORT (11-18) No. on roll 754.
Teacher in Charge of HOME ECONOMICS (Food) Scale 2 £7302-£10986/£11349. A well motivated and enthusiastic teacher is required for this post. A commitment to modern teaching methods will be a distinct advantage.
Application by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 21st May, 1987 from whom further particulars are available by telephoning Burry Port 2507.

5. ATHRAWON DRAMA AC IAITH (Graddfa 2) SWYDD DROS DRO AM 6 MIS.
Derbyniwyd cyllid o Grant Iaith y Swyddfa Gymreig i alluogi'r Awdurdod i benodi dau athro am gyfnod o chwe mis i weithio fel dolen gyswllt rhwng y cwmnïau theatr mewn addysg a'r ysgolion. Pwrpas arbrofol hwn fydd hybu datblygiad iaith drwy ddrama.
Bydd un o'r athrawon yn cydweithio gyda Theatr Crwban mewn ysgolion cynradd yn Nghanol Ceredigion a'r llall yn cydweithio gyda chwmni Theatr Cwrwgl mewn ysgolion cynradd yn Nghylch Ty Ddewi. Disgwylir fydd y naill gyweith ar y gwelli o fis Hydref 1987 ymlaen a'r llall o fis Medi ymlaen. Rhaid fydd i'r Athro Drama ac Iaith fod yn y swydd rhai wythnosau ymlaen llaw er mwyn gwneud gwaith rhagbaratoi.
Edrychir am athrawon sydd a phrofiad llwyddiannus o ddysgu iaith. Byddai diddordeb a/neu gymhwyster mewn drama mewn addysg hefyd yn ddymunol.
Bydd yr Awdurdod yn barod i rhyddau aelodau o'i staff parhaol i ymgymryd a'r swyddi uchod.
Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin SA31 2NH. Celsiadau i'w dychwelyd erbyn Iaf Mehefin, 1987.
(13434)

SECONDARY MODERN LANGUAGES
continued

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ROBERT CLACK COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham, Essex
(Roll 1511)
Required as soon as possible: Temporary Assistant Teacher of French to cover for absence until the end of the Summer Term 1987. Ability to offer German an advantage but not essential. Part-time or full-time considered.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (37072) 133622

BIRMINGHAM
EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
31 Calthorpe Road, Birmingham B15 1RX
Required for September 1987 - GRADUATE TEACHER FOR GERMAN TO ADVANCED LEVEL WITH FRENCH TO ORDINARY LEVEL.
Salary: Burnham Scale 1 or 2 according to qualifications and experience.
Applications, in letter form with full curriculum vitae and stamped addressed envelope, should be submitted to the Headmaster as soon as possible. (05469) 133622

BIRMINGHAM
KING EDWARD VI CAMP HILL SCHOOL FOR BOYS
Vicarage Road, Kings Heath, Birmingham B14 7QJ
Tel: 021-444 3188
(Voluntary Aided Grammar School: 615 boys on roll)
Required September 1987, an enthusiastic graduate French teacher to work across the age range (11-18) in a lively department. Willingness to participate in extra-curricular activities an advantage. Scale 2 available for suitable candidate.
The selective grammar school believes in high academic standards and is situated on a pleasant parkland campus in South West Birmingham.
Letters of applications with CV and names/addresses of two referees to the Headmaster from whom details (s.a.e.) are available. (31929) 133622

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
LONG ROAD SIXTH FORM COLLEGE
Long Road, Cambridge CB2 2PX
Required from September, Part-time Teacher (approx. 50%) of ITALIAN to GCSE and 'A' level.
Application form and details from the Principal (sae please). (31645) 133622

CUMBRIA
ALFRED BARROW SCHOOL
Duke Street, Barrow in Furness LA14 2LB
County Comp. M 11-16 N.O.R. 650
TEACHER OF GERMAN Sc.1
Required for September 1987. Ability to offer a second language required. Must be committed to the communicative approach to language learning.
Letter of application giving names and addresses of 2 referees to the Head by 22nd May 1987. (31756) 133622

CUMBRIA
ST. BERNARD'S R.C. SCHOOL
Rating Lane, Barrow in Furness, LA13 9LE
S.A. R.C. Comp. M 11-16 N.O.R. 720
TEACHER OF FRENCH Sc.1
Required for September 1987 to teach 11-16 age range including G.C.S.E. The ability to offer a second language would be advantageous but not essential.
Further details and application form from the Head. Closing date 22nd May, 1987. (31755) 133622

DONCASTER
ADWICK SCHOOL
Windmill Balk Lane, Woodlands, Doncaster DN6 7SF
Tel: Doncaster 722237
Required for September, 1987, two Scale 1 teachers in French (first appointments considered). The school teaches up to Advanced Level in French and also has courses in German, Spanish and Latin. Ability to offer one of these other subjects or another mainstream subject should be stated.
Adwick School is a mixed Comprehensive School of 1300+ pupils with 250 pupils in a well established sixth form.
Letters of application together with the names and addresses of two referees should be sent to the Headmaster as soon as possible.
We are an equal opportunities employer so applications from disabled persons are welcome. (31536) 133622

DORSET
GILLINGHAM SCHOOL
School Lane, Gillingham SP8 4QP
(11-18 mixed comprehensive, 860 on roll inc. 125 in Sixth Form, Group 11)
Required September: Enthusiastic teacher of Modern Languages (Scale 1) to teach across the age and ability range in a lively department which has 'core curriculum' status. The ability to offer both French and German is desirable.
Further details and application forms from the Head Teacher (large SAE). To be returned as soon as possible. (43285) 133622

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
HILLCREST SCHOOL & COMMUNITY COLLEGE
Simms Lane, Netherton, Dudley DY2 0PB West Mids.
(12-16 co-ed. comp. Group 10)
Required September, 1987 TEACHER OF MODERN LANGUAGES (Scale 1 for one year contract initially. Ability to offer German and French essential.
Interested applicants should contact Principal IMMEDIATELY (Dudley 212121/1). Closing date is 18th May. (43312) 133622

EAST SUSSEX
DOROTHY STRINGER SCHOOL
Loder Road, Brighton BN2 6PZ
Comprehensive mixed, 11-16. Roll: 1100
From September: Teacher of French (Scale 1). Willingness to teach small amount of Lower School English essential.
Relocation grants in approved cases.
Letters of application and c.v. to Headmaster of the school. (37710) 133622

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD CHACE SCHOOL
Holly Walk, Enfield EN2 6QG
Roll 1140
Required September, enthusiastic teacher of FRENCH with SPANISH (Scale 1) to join a well-resourced, forward looking department. Examination work is available in both French and Spanish. The post is suitable for a teacher seeking a first post.
London Allowance, £795.
Application forms (large SAE) obtainable from, and to be returned to, the Headmistress. Closing date 22nd May 1987.
An equal opportunity employer. (05961) 133622

ESSEX
SAFFRON WALDEN COUNTY HIGH SCHOOL
(Roll 1,350 11/18 Co-ed Comprehensive, 185 in Sixth Form)
Audley End Road, Saffron Walden CB11 4UH
Tel: (0799) 27885
TEACHER OF FRENCH AND GERMAN Scale 1
Required September 1987, a well-qualified and enthusiastic teacher to join strong department with well established courses to GCSE 'A' level and University entrance.
Applications by letter including curriculum vitae, the names of two referees and sae should reach the Headteacher by 15th May 1987. Details will be sent with acknowledgement. (43360) 133622

GLOUCESTERSHIRE
Please see display advertisement on Page 83. (00192) 133622

HAMPSHIRE
WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire GU14 6BH
(Comprehensive Mixed 11-16) N.O.R. 730
Required for September 1987. Scale 1 post. Modern linguist (French and/or German) interested in graded objectives and school exchanges. Closing date 18th May 1987.
Letter of application nominating two referees to the Head Teacher with s.a.e. for details. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31670) 133622

HERTFORDSHIRE
BEDWELL SCHOOL
Telford Avenue, Stevenage
Group 10 11-18 Mixed Comprehensive School
Required for September 1987 a Scale 1 teacher of FRENCH. Applications are invited from enthusiastic teachers who wish to participate in the teaching of French from Year 1 to 'A' level. The school is part of the Hertfordshire TVEI Scheme. The department offers TVEI Vocational/Business French at G.C.S.E. as well as G.C.S.E. and 'A' level French.
Hertfordshire operates a generous recruitment incentive scheme.
Applications by letter to the Headmaster at the school including a full curriculum vitae and the names and addresses of two referees. (05477) 133622

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey, Watford WD2 3PA
Roll: 905, 95 in 6th form
Required September, Teacher of FRENCH to A level and GERMAN to GCSE, to join and progressive and successful department. The Languages department is well equipped with modern course materials and excellent audio-visual resources including video and fast tape copying. A room specifically designed for active group work planned for September. The school has well established exchanges with Dijon and Mainz and offers vocational courses in years 4-6 as well as Midland GCSE and the new AEB A level. The school is pleasantly situated and holds the Schools Curriculum Award. Scale 1 + London fringe allowance £309.
Apply by letter to Headmaster giving vitae and names and addresses of two referees. (43374) 133622

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
MID KENT AREA
AYLESFORD SCHOOL
Teapot Lane, Aylesford, Kent ME20 7JU
(A mixed 11-16 High School in Thames-side Scheme, roll 960)
Teacher of FRENCH required September 1987 to join lively dept. of four other full-time Linguists. School is situated in a pleasant residential area 3½ miles N.W. of Maidstone and is fully comprehensive in first two years.
Apply to Head Teacher with CV and two referees SAE please. (37082) 133622

LINCOLNSHIRE
SPALDING HIGH SCHOOL
Stonegate, Spalding PE11 2PJ
Group 10 - Roll 710, 150 in sixth form
Assistant teacher of French and German, Scale 1, required for September to teach throughout this girls' grammar school.
SAE to head for form and details. Closing date 22nd May, 1987. (31649) 133622

SOLIHULL
EDUCATION COMMITEE
ARCHBISHOP GRIMSHAW R.C. (AIDED) SCHOOL
Kew Close, Cooks Lane, Chelmsley Wood, Birmingham B37 6NY
Tel: 021-770 5331
Required for September 1987, in this 11 - 18 Voluntary Aided R.C. all-ability School, a SCALE 1 TEMPORARY TEACHER OF MODERN LANGUAGES. Due to expansion in this area a teacher able to contribute across the age and ability range is sought. Although French is the main language and combination of linguistic abilities will be considered.
Apply by letter to the Headteacher enclosing C.V. and S.A.E. (43396) 133622

STAFFORDSHIRE
BLESSED WILLIAM HOWARD R.C. (A) HIGH SCHOOL
Rowley Avenue, Stafford ST17 9AD
Modern Languages teacher (Scale 1) required in this well established Comprehensive School which teaches FRENCH and GERMAN as equal first languages. The department has five full-time specialists and a candidate with a joint honours degree would be preferred. This is an ideal post for a new entrant to the profession.
Application forms and further details are obtainable from and returnable to the Clerk to the Governors at the school (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (43391) 133622

SURREY
REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent: 760 boys aged 10 - 18 with 60 girls in the sixth form)
Required for September 1987, well-qualified honours graduate to share the teaching of FRENCH in a large and successful Modern Languages Department equipped with a Tandberg Language Laboratory. An interest in games, C.C.F. or outdoor pursuits would be a useful additional recommendation.
Salary on national scales according to qualifications and experience. Generous assistance with removal expenses.
Further particulars may be obtained from the Headmaster to whom applications should be sent as soon as possible, giving full personal details and the names and addresses of three referees. (05827) 133622

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LP
Required for September, assistant for FRENCH at this 11-18 mixed comprehensive school, n.o.r. 600, 90 in Sixth. A suitably qualified, experienced applicant would be considered for a scale 2 post as teacher i/c French, within the Modern Languages Department.
Fringe London Allowance.
Applicants should be in sympathy with the school's Christian foundation.
Details and application form available from Headmaster, D.G. Jones, M.A. (Sunbury 787537). (43477) 133622

SUTTON
LONDON BOROUGH OF SUTTON
STANLEY PARK HIGH SCHOOL
Stanley Park Road, Carshalton SM5 3HP
Tel: 01-647 5842
(Co-Ed. 11-16 school). 680 on roll)
FRENCH - Scale 1
Required for September 1987, in this 4 form entry, mixed secondary school. The school follows the Eclair and Action schemes of work, which will be externally examined for the first time in 1987 and subsequently for the GCSE. School journeys to France are undertaken regularly.
Applications by letter to the Headteacher with c.v. and names and addresses of two referees. Closing date: 18th May, 1987. (43233) 133622

WEST SUSSEX
TEACHER OF FRENCH
WARDEN PARK SCHOOL
Cuckfield
11-16 Mixed Comp. NOR 1300
Required September 1987 a teacher of French to join lively and successful Modern Languages department in which French, German and Spanish are offered to GCSE level. Possibility of also teaching some Spanish or German.
Apply to the Headmaster for form and details, Warden Park School, Broad Street, Cuckfield, Haywards Heath, West Sussex RH17 5DP. (43321) 133622

WEST SUSSEX
MODERN LANGUAGES TEACHER
MANHOOD COMMUNITY COLLEGE
Selsey
(Group 9, mixed comprehensive)
Salary Scale 1
Required September 1987, Scale 1 Teacher of French. To be responsible for teaching French throughout the School and also prepared to offer German.
Application form & further details available from Headteacher, West Sussex, Manhood Community College, School Lane, Selsey, Chichester PO20 9EH. (s.a.e. please). (31705) 133622

WEST SUSSEX
MODERN LANGUAGE TEACHER
WESTERGATE COMMUNITY COLLEGE
(Group 8, mixed comprehensive)
Salary Scale 1
Required September 1987, Scale 1 Teacher of French and German up to GCSE standard.
Application form and further details available from Headteacher, Westergate Community College, Ivy Lane, Westergate, Chichester West Sussex PO20 6RE (s.a.e. please). (31703) 133622

WEST SUSSEX
TEACHER OF FRENCH SCALE 1
ST. PAUL'S R.C. SCHOOL
Haywards Heath
11-18 Mixed Comp. NOR 548 (including 87 in the Sixth Form)
Required for September 1987 to join a well-established department who will teach all ages and abilities including 'A' level. This post would suit either newly qualified or experienced teachers. Assistance with removal expenses in approved cases.
Application form and further details from Headmaster, St. Paul's R.C. School, Oathall Avenue, Haywards Heath, West Sussex RH16 3ET (s.a.e. please) or Tel: Haywards Heath (0444) 450085. Closing date for receipt of applications 18th May 1987. (31493) 133622

WILTSHIRE
TIDWORTH
CASTLEDOWN SCHOOL
Ludgershall, Andover, Hants.
Tel: Andover 790778
(Group 9 mixed 11-16 Comprehensive 4/5 F.E.)
For September 1987.
Applications are invited for a teacher of French OR German and French from a suitably qualified teacher. This post would be of particular interest to first time teachers.
Forms of application and further details from the Headmaster. Closing date May 25th. (43337) 133622

Music

Heads of Department

BROMLEY
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Road, Bromley BR2 9EH
Tel: 01-460 0083
HEAD OF MUSIC (Scale 3)
Required for September 1987 to continue the strong development of Music teaching and playing throughout the school, (including GCSE), to co-ordinate the work of peripatetic teaching and to lead extra curricular activities. There is a separate, modern Music suite and the school has its own organ in the Great Hall. This is a part-time post (.60).
Application forms and further details available from/returnable to the Headteacher (large SAE please) by 19th May, 1987. (04854) 133818

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunities Employer
Beaconsfield/Chiltern Area
THE MISBOURNE SCHOOL
Misbourne Drive, Great Missenden HP16 0BH
Tel: Great Missenden 2869
Head: D.P. Selman BA
NOR: 700
Required for September 1987 energetic teacher required to lead and organise the subject through the school. The school has a well established tradition of performing arts (Sc 2).
Application form and details from the Headmaster at the school. Closing date: 11th May 1987. (31856) 133818

CHESHIRE
EDUCATION COMMITTEE
HEAD OF MUSIC DEPARTMENT - SCALE 3
MIDDLE COUNTY COMPREHENSIVE
King Edward Street, Middlewich, Cheshire CW10 9BU
Tel: 060684 3170
No on roll 560
Required for September 1987. Graduate Music Teacher to organise and teach Music throughout the school to GCSE level. Duties also include organisation of extra curricular musical events and leadership of peripatetic music teachers.
Further details and application forms from the Headmaster (SAE please) to whom application forms should be returned by 18th May, 1987. (43408) 133818

CHESHIRE
EDUCATION COMMITTEE
HEAD OF PERFORMING ARTS - SCALE 4
ST. GREGORY'S R.C. HIGH
Cromwell Avenue, Westbrook, Warrington
Required for September 1987. For this new purpose-built comprehensive of 700 pupils. The Governors are looking for an experienced musician who has ability to foster the integration and development of the performing arts.
An ability to make a substantial contribution to the liturgical life of the school through the Arts is desirable.
Further information and application forms are available from and returnable to Rev. Canon C. Mullane at the school. (43409) 133818

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Group 10. Roll 940
HEAD OF PERFORMING ARTS - Scale 3
Applications are invited from suitably qualified and experienced teachers to fill this vacancy from 1st September 1987. The successful candidate will be expected to be responsible for the Music Department and to oversee the Drama Department (There is currently a Scale 2 teacher with responsibility for drama). The Music Department has developed rapidly in the last two years and has excellent facilities and equipment. The School has a steel band, instrumental groups, and choir who give termly concerts. Both music and drama are taught to G.C.S.E. level and 'A' level courses are offered within a Borough-wide collegiate system. The School is situated close to Green Belt and the M25 Motorway is close at hand.
London Allowance, £795.
Application forms and details (large SAE) obtainable from the school (Tel: 01-804 2376) and should be returned to the Headteacher as soon as possible.
An equal opportunity employer. (05960) 133818

HAMPSHIRE
FORT HILL COMMUNITY SCHOOL
Kenilworth Road, Basingstoke, Hants. RG23 8JQ
Tel: B/Stoke. 54311
Required for September 1987 Head of Music Scale 3. A small but well-motivated department with good facilities.
Apply immediately in writing to the Headmaster with full c.v. quoting the names of two professional referees and enclosing s.a.e. for further details. Interviews will be held during the week beginning Monday 18th May. Tel: enquiries welcome.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31488) 133818

HERTFORDSHIRE
STEVENAGE GIRLS' SCHOOL
Valley Way, Stevenage, Herts SG2 0AB
Tel: Stevenage 355789
Head: Miss H. Parrish
Head of Music, Scale 2 or 3 for suitable applicant, required for September to organise music teaching throughout the school, including GCSE and 'A' level courses, and to take a major part in organising concerts and musical productions.
The school has a tradition of excellence in performance and the successful candidate will be expected to bring energy and enthusiasm to the post.
Further details and application forms from the school. (43302) 133818

HERTFORDSHIRE
NICHOLAS BREAKSPEAR SCHOOL
Colney Heath Lane, St. Albans, Herts. AL4 0TT
Group 10
Head: Mr. T.M. Eastham
Required for September for this 11-18, 5-6 f.e. RC. all-ability, co-educational school, a Head of Music. Scale 3. For teachers moving into the County, Hertfordshire has an attractive re-location scheme.
Please phone the Head on St. Albans 56867 or 60079 as soon as possible for further details. (43199) 133818

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
MID KENT AREA
HOLMESDALE SCHOOL
Malling Rd., Snodland ME6 5HS
A Group 9 High School in Thames-side Scheme
Head of Music, Scale 2 for September 1987, required due to promotion of present holder. Subject taught to GCSE. New entrant to profession welcomed.
Apply direct to the Head Teacher Tel: 0634 240416. Closing date for completed applications 18th May 1987. (37083) 133818

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
KING JAMES'S SCHOOL
St. Helen's Gate, Almondbury, Huddersfield HD4 6SG
Required for September, 1987 a HEAD OF MUSIC SCALE 2 in this 13-18 mixed comprehensive school to the south of Huddersfield. The school has a fine music/theatre tradition. Music is an element in the C.P.V.E. course. The ability to offer a second subject would be an advantage.
Application forms & further details from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy full details of which will be sent to all applicants. (31933) 133818

POWYS
COUNTY COUNCIL EDUCATION DEPARTMENT
MAESYDDERWEN COMPREHENSIVE SCHOOL
Tudor Street, Ystradgynlais, Swansea
Required for 1st September 1987, a Head of Department for Music. Scale 3. An experienced graduate to teach the subject to G.C.S.E. and 'A' Level. Ability to play the organ is desirable. The successful applicant will also have charge of all choral and orchestral activities in the School. (Ref 332).
Application forms and further particulars (s.a.e. please) are available from the Headteacher at the School to whom completed forms should be returned by 22nd May, 1987. (43434) 133818

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER
Wiltshire County Council
EDUCATION DEPARTMENT
County Instrumental Music Service
The following posts are required for the Salisbury Area as from 1st September, 1987:-
Post No. 1 — Team Leader (scale 3) — to head and co-ordinate the Instrumental Music provision in the area. Brass specialist (French Horn) preferred.
Post No. 2 — Woodwind Teacher (scale 1)
Post No. 3 — Violin/Viola Teacher (scale 1)
The appointees will have the opportunity to participate in County and Area Music Centre activities, staff orchestra performances and possible GCSE support projects.
It is intended to interview in Trowbridge on May 20th for post 1 and on May 21st for posts 2 and 3.
Written letter of application should be sent to the Chief Education Officer, Education Department, County Hall, Trowbridge (Ref. STTP/ERH) stating age, particulars of education, training and experience and 2 named referees with telephone numbers and addresses. Applications to be received by 13th May, 1987.

SECONDARY MUSIC
continued

Scale 2 Posts and above

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
WOODCOTE HIGH SCHOOL (M)
Meadow Rise, Coulsdon, Surrey CR3 2EH
Tel: 01-668 6464/7
Required an experienced and enthusiastic teacher to maintain the strong musical traditions of the school and to develop GCSE courses for the new Fourth and Fifth Years.
Music is taught to all pupils in Years 1 to 3. The Department has excellent facilities and there is one other part-time member of staff. The Head of Music is required to co-ordinate the work of a large number of peripatetic musicians.
The school lies pleasantly situated at the southern end of the Borough.
Further details and application forms may be obtained from the HEAD MASTER by post or telephone in view of the early closing date.
Salary: Scale 2.
Tenable: 1st September 1987.
Closing date: May 18, 1987. (04871) 133820

HAVERING
LONDON BOROUGH OF HAVERING
HAROLD HILL COMMUNITY SCHOOL
Appleby Drive, Romford
Tel: Ingrebourne 71331
(Roll 1,216 Mixed Comprehensive)
Headteacher: Mr Maier
HEAD OF MUSIC Scale 3
Required September 1987 to take responsibility for teaching the subject in this 11-16 split site community comprehensive School and for the development of that subject as a focus for community education.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher from whom further details are available. 133820

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
WEST KENT AREA
SANDOWN COURT SCHOOL
Sandhurst Lane, Tunbridge Wells, Kent TN2 4PY
Group 10
Required for September 1987 a Scale 2 suitably experienced teacher to take charge of Music and to teach the subject throughout the school. Although this is a Scale 2 post applications from probationers would be considered. Good facilities present an opportunity for a wide variety of music activities.
Apply by letter to the Headteacher. (37084) 133820

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Oxford Road, Thame, Oxon OX9 2AQ
(11-18 mixed comprehensive; 1950 in three federal schools; 250 in Sixth Form)
Required for September, temporary teacher of MUSIC due to maternity leave. Up to Scale 3 available for suitable applicant.
Please send a foolscap S.A.E. to The Principal for application form and further details. (04886) 133820

Scale 1 Posts

BEDFORDSHIRE
EDUCATION
COUNTY STAFF (MUSIC)
Required for September 1987: Two full time teachers for violin/viola - one specialising in ... and one part-time (0.7) for ...
Qualified teachers are welcomed but applications are considered from instructors. Part-time teacher of French Horn - two days per week.
For the above posts please write as soon as possible with C.V. to Mr. M.E. ..., County Inspector (Music), County Hall, Bedford MK42 9AP.
An Equal Opportunities Employer. (31922) 133822

EAST SUSSEX
CARDINAL NEWMAN R.C. SCHOOL
The Upper Drive, Hove BN3 6ND
Comprehensive mixed, 11 - 18. Roll 1800
From September: Teacher of Music/Art (Scale 1). The successful candidate will join a Creative Arts team which has initiated several very successful new courses in the past two years.
Relocation grants in approved cases.
Application forms (s.a.e.) from and returnable to the Head Teacher. 133822

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE DUDLEY SCHOOL
St. James's Road, Dudley DY1 3JE West Midlands
(12-18 co-ed. comp. Group 11)
Required September, 1987 enthusiastic and energetic TEACHER of MUSIC (Scale 1) for one year appointment. Successful applicant will teach subject throughout school to G.C.S.E. level. Willingness to help with extra-curricular activities will be expected. Applicants should specify other teaching subjects.
Interested applicants should contact the Headteacher IMMEDIATELY for application forms (Dudley 53766). Closing date is 18th May. (43314) 133822

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT
MUSIC
Required for September.
A teacher of music. New Hall has a good foundation and long tradition of music. The Department teaches the subject throughout the school including G.C.S.E. and A-level and the successful candidate would be required to teach all ages. A large number of peripatetic staff give instrument training to nearly half the pupils in the school. There is an established choral and orchestra tradition. Extra-curricular music of both traditional and popular styles is an essential part of the work of music within the Performing Arts Faculty. Salary will be according to the experience and qualifications of the successful candidate and will be in line with the Baker Basic Salary Scale.
Apply by letter with full c.v. to the Headmistress. (31195) 133822

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
NORTH KENT AREA
WARREN WOOD SECONDARY SCHOOL FOR BOYS
Arethusa Road, Rochester ME1 2UW
Group 7: Roll 360
Required for September, 1987 a teacher of Music, Scale 1 to teach throughout the school to GCSE standard. The successful candidate will be a good pianist with some expertise in other instruments.
Letters of application with full c.v. including names/addresses of two referees to the Headmaster. (37085) 133822

LONDON
ST. ALOYSIUS' COLLEGE
30 Hornsey Lane, Highgate, London N6 5LY
(Tel: 263 1391)
A Roman Catholic Voluntary-Aided School for 1,000 Boys in the 11/18 + age range.
Required for September 1987 Scale 1 Teacher for Music/Drama.
Applications by letter enclosing full C.V. to Mr. J.A. Mackersie, Headmaster.
Further details of the post will be sent to all applicants. (31887) 133822

NORTHUMBERLAND
BEDLINGTON ST. BENET BISHOP'S R.C. AIDED HIGH SCHOOL
TEACHER OF MUSIC/R.E. Sc.1
Required September 1987. A practising Catholic essential.
See our ad. in Secondary Education, R.E. Sc.1. (31762) 133822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford, Essex IG4 5LP
Tel: 550 2733/4120
Headteacher: Mr. M.J. Manuel, M.A.
Required for: September 1987:
Teacher of Music (Scale 1) for this 6 f.e., mixed, 11-18 comprehensive school (170 in 6th form), to join an outstanding department.
Please apply in writing to the Headteacher at the school as soon as possible, giving full details of qualifications and experience (if any) and the names, addresses and telephone numbers of 2 professional referees.
Removal and relocation expenses (up to £3,850) are payable in approved cases.
London Weighting (£795). (31844) 133822

ROTHERHAM
METROPOLITAN BOROUGH
Rotherham is an equal opportunities employer
OAKWOOD COMPREHENSIVE SCHOOL
11-16 mixed. Approx. 1112 on roll
Required for September, 1987.
ASSISTANT TEACHER - SCALE 1.
Required to teach Music, and be able to contribute to other curriculum areas. Please state other subjects offered, preferably in the Humanities or Sciences. Help with extra curricular music would be an advantage.
Closing Date: 22nd May, 1987.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Moorgate Road, Rotherham S60 2UE Tel: Rotherham 373664 from whom further particulars are available.
G. Crane, Director of Personnel Resources. (43462) 133822

Pastoral

Heads of Department

BEDFORDSHIRE
EDUCATION
SANDY UPPER SCHOOL
Engaine Avenue, Sandy, Bedfordshire SG19 1BL
Tel: Sandy 80598
Required for September 1987, a Head of year, scale 4, to undertake considerable pastoral and organisational responsibility within the school.
Applicants are invited from experienced teacher keenly interested in pastoral work, personal education and active tutorial matters.
Please apply immediately by letter for an application form and further details giving names and addresses of two referees.
An Equal Opportunities Employer. (31924) 134018

CAMBRIDGESHIRE
CHESTERTON COMMUNITY COLLEGE
Gilbert Road, Cambridge CB4 3NY
Required for September, Head of Year (Scale 4) for the Lower School commencing in the 1st year in this 11-16 Comprehensive School (roll 1025). Good experience in pastoral care is essential for this important post. Candidates will be required to teach PE, English or in the Humanities area.
Apply to the Principal with full c.v. and names and addresses of 2 referees. Further details are available on request (s.a.e. please). (31646) 134018

DORSET
CASTLEFIELD SCHOOL
Queen's Avenue, Dorchester DT1 2ET
(Girls' Comprehensive 13-18, 650 pupils)
Required for September 1987, Head of House (Scale 4) to take charge of the personal and academic welfare of approximately 200 girls.
Please telephone the School (Dorchester 0305 66064) for further details and application forms. Completed application forms to be returned to the School as soon as possible. (43286) 134018

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE GRANGE SCHOOL
Grange Lane, Stourbridge DY9 7HS West Midlands
(11-16 co-ed. comp. Group 11)
Required Septmber, 1987 experienced, lively TEACHER to become HEAD OF HOUSE (Scale 4) in this well established 11-16 mixed comprehensive with good discipline and high academic standards.
Details/Application forms from and returnable to Headteacher by 18th May. (43313) 134018

Scale 2 Posts and above

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
HUNTINGDON AREA
HUNTINGDON SECONDARY UNIT
School Lane, Hartford, Huntingdon, Cambs.
Tel: 0480 58487
Scale 3 Advisory Teacher (Counselling and Guidance)
See advert under 'special education'. (31800) 134020

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
EARLSHEATON HIGH SCHOOL
Canterbury Road, Earlsheaton, Dewsbury WF12 7LE
Ref: 1842
Required for September, 1987 ASSISTANT TO THE CO-ORDINATOR OF UPPER SCHOOL SCALE 2 to teach as part of a tutorial team using life skills approach and have special interest in careers.
An ability to teach mathematics an advantage.
Application forms and further details from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy full details of which will be sent to all applicants. (31942) 134020

Physical Education

Heads of Department

AVON COUNTY
CLEVEDON COMPREHENSIVE SCHOOL
Valley Road, Clevedon BS21 6AH
11-16 comprehensive. Roll 1300
Required for September 1987, a well qualified and experienced Head of Girls' Physical Education, capable of taking charge of the whole department.
Further details from and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (31826) 134218

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
THORNTON SCHOOL
HEAD OF GIRLS' PHYSICAL EDUCATION (Scale 3)
Required for September, 1987, and enthusiastic and committed teacher to lead the Girls' P.E. department. The successful candidate will be required to teach a wide range of activities and to be able to coach in a number of sporting fields and disciplines. The department has access to excellent facilities which include a multi-purpose Sports Hall, Gymnasium, Multigym, Squash courts, extensive playing fields with Pavilion, all weather pitch and tennis courts. The school will be offering Physical Education as a G.C.S.E. option in the fourth and fifth forms, and there is full scope for further development and initiatives in work being undertaken in this area.
Application forms and further details may be obtained (s.a.e. please) from the Headmaster, Thornton School, Leaventhorpe Lane, Thornton, Bradford BD13 3BH, to whom completed forms should be returned by 18th May, 1987.
Reference ET 44587/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race, or disability who meet the job requirements. (31732) 134218

DORSET
GILLINGHAM SCHOOL
School Lane, Gillingham SP8 4QP
(11-18 mixed comprehensive 860 on roll inc. 125 in Sixth Form, Group 11)
Required September: Scale 2 Head of Girls PE. Candidates should have suitable experience and be qualified to teach a wide variety of activities across the age and ability range and to promote individual fitness programmes as well as games expertise. The subject is well regarded in the school, sets very high standards of both involvement and competition and supports a full programme of extra curricular activities.
Letter of application, giving full C.V. and the names and addresses of two professional referees, to the Head by 14 May. (43284) 134218

LONDON SW1P 2DY
GREY COAT HOSPITAL
Greycoat Place, Westminster
Voluntary-Aided Church of England Split-Site Comprehensive School
(900 girls 11-18 years)
Required for September, 1987.
Scale 3 Head of P.E. to organise the department on both sites.
Apply by letter to the Headmistress enclosing curriculum vitae and names and addresses of two referees. (31982) 134218

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

SECONDARY EDUCATION

ST DUNSTANS SCHOOL, GLASTONBURY.
(11-16 Mixed Comprehensive, NOR 640)
For September 1987, TEACHER IN CHARGE OF BIOLOGY, SCALE 1, to develop the GCSE Biology course and to teach Nuffield combined science in the lower school.
Apply by letter direct to the Head at the school with full cv and the names and addresses of two referees. Closing date 18th May 1987.

HUSIH EPISCOPI SCHOOL, LANGPORT.
(11-16 Mixed Comprehensive, NOR 1200)
For September 1987, Assistant TEACHER OF MATHEMATICS, SCALE 1, to teach across full age and ability range within strong department.
Apply by letter to the Head at the school with full cv and the names and addresses of two referees. Further details of school and post available on receipt of sae.

THE WEST SOMERSET SCHOOL, MINEHEAD.
(13-18 Mixed Upper Comprehensive, NOR 1100)
The school's catchment area includes Exmoor, the Brendons and Quantock Hills, as well as the coastal areas. For September 1987, or January 1988, a suitably qualified and experienced teacher to be HEAD OF SIXTH FORM (SENIOR TEACHER SCALE). There are at present some 170 students in the Sixth: whilst candidates should have current 'A' level teaching experience, the actual subjects offered are less important than proven administrative ability.

SEXEY'S SCHOOL, BRUTON.
(11-18 Mixed Comprehensive, Day and Boarding, NOR 400, 150 in Sixth)
For September 1987, an enthusiastic TEACHER, SCALE 1, OF HOME ECONOMICS, to assume responsibility for the Home Economics Department and to teach across the age and ability range including GCSE and A level. This is an interesting and challenging post. Help with Physical Education appreciated. Boarding duties may be available.
Closing date 18th May 1987.

MIDDLE EDUCATION

DANESFIELD CE VC MIDDLE SCHOOL, WILLITON.
(9-13 Mixed Middle, NOR 384)
For January 1988, or earlier if possible, TEACHER, SCALE 3. This key post in the school carries responsibility throughout the 9 - 13 age range, for a variety of curriculum and pastoral areas. Essentially candidates must be well qualified and experienced in teaching French and English, and also have had experience of active tutorial work, in order to lead the staff in that area.
Closing date 22nd May 1987.

FAIRLANDS MIDDLE SCHOOL, CHEDDAR.
(9-13 Mixed Middle, NOR 389)
For September 1987, or January 1988, for this purpose built 9 - 13 middle school, TEACHER OF GIRLS' PHYSICAL EDUCATION, SCALE 1.
Closing date 22nd May 1987.

HUGH SEXEY VC MIDDLE SCHOOL, BLACKFORD.
(9-13 Mixed Middle, NOR 462)
For September 1987, or January 1988, experienced TEACHER, SCALE 3 to act as Head of First Year in this rural middle school. Apply by letter to the Head at the school with full cv and the names and addresses of two referees. (see for full details).

SWANMEAD SCHOOL, ILMINSTER.
(9-13 Mixed Middle, NOR 284)
For September 1987, PERMANENT TEACHER, SCALE 1 OF FRENCH, who is also able to make a contribution as a form teacher and across the curriculum.
Closing date 18th May 1987. Interviews will be held at the end of May.

PRIMARY HEADSHIPS

For January 1988, HEADS for these Group 2 schools —
1. HORRINGTON COUNTY PRIMARY SCHOOL, WELLS
2. COSSINGTON COUNTY PRIMARY SCHOOL, BRIDGWATER.
Application form and further details (sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset, TA1 4DY.
Closing date 21st May 1987.

PRIMARY EDUCATION

HUISH COUNTY PRIMARY SCHOOL, YEOVIL.
(NOR 325)
For September 1987,
1. TEACHER, SCALE 2, for junior class. Candidates should be willing to contribute to curriculum development in a mutually agreed area. Final job description will be negotiable.
2. TEACHER, SCALE 1, for infants. Applicants seeking first appointment will be considered. Permanent post.
3. TEACHER, SCALE 1, for middle juniors. Help with games and physical education an advantage. Applicants seeking first appointment will be considered. Permanent post.

Apply by letter to the Head at the school with full cv and the names and addresses of two referees.

RECKLEFORD COUNTY INFANT SCHOOL, YEOVIL. (NOR 135)
For January 1988, or sooner if possible, TEACHER, SCALE 2.
Closing date 22nd May 1987.

HINDHAYES COUNTY INFANTS SCHOOL, STREET. (NOR 222)
For September 1987, RECEPTION TEACHER, SCALE 1. Probation teachers considered.

CHRISTCHURCH CE VE FIRST SCHOOL, FROME.
(NOR 171)
For September 1987, a lively and enthusiastic TEACHER, SCALE 1. Applicants should be conversant with all aspects of a good educational practice and willing to work initially with junior children in this first school.
Apply by letter to the Head at the school giving age, experience and approach to Education, together with names and addresses of two referees and a full cv.
Closing date 15th May 1987.

ST JOHNS CE VC COUNTY PRIMARY SCHOOL, WELLINGTON. (NOR 205)
For September 1987, TEACHER SCALE 1, for 3rd Year Junior Class. Permanent appointment. Experience of teaching junior children an advantage.
Closing date 18th May 1987.

ADVISORY TEACHERS

For September 1987, ADVISORY TEACHER FOR DESIGN AND TECHNOLOGY, SCALE 4.
A person of proven quality in the area of Craft, Design and Technology, to work throughout the county in the development of good practice in this curriculum area in secondary school. The post is for one year in the first instance.
Application form and further details (sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset. TA1 4DY.
Closing date 18th May 1987.

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE ABOVE POSTS. UNLESS INDICATED OTHERWISE APPLICATION FORMS AND DETAILS (SAE PLEASE) FROM THE HEAD AT SCHOOL. (40416)

SECONDARY PHYSICAL EDUCATION
continued

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. BONAVENTURE'S RC. VOLUNTARY AIDED BOYS' SCHOOL
Boleyn Road, London E7 9QD
Tel: 01-472 3844/3875/2751
Headmaster: Mr. M.N. Wilshaw, B.A.
11-18 fully comprehensive
660 on roll
HEAD OF P.E. (SCALE 3)
The governors of the school invite applications for experienced and enthusiastic teachers of this important post. It is hoped to make an appointment for September 1987.
St. Bonaventure's is a popular, expanding and well ordered Catholic School in East London. There is a strong tradition of sporting achievement in most of the major competitive disciplines and the successful candidate will be expected to continue and develop the work of the P.E. department in both timetabled and extra-curricular activities.
The school has a large, well equipped sports hall and facilities for outdoor education which is a feature of the school's curriculum are excellent.
Applicants should apply in the first instance by letter, enclosing a full C.V., to the Headmaster from whom further details of the post can be obtained. A s.a.e. please. Applicants may visit the school by appointment. Closing date for applications Thursday 21st May. (31458) 134216

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
Beaconsfield/Chiltern Area
LOWNDES COUNTY SECONDARY SCHOOL
Chartridge Lane, Chesham HP5 2RB
Headteacher: Mrs B Friar
Tel: Chesham 782066
Required for September 1987, Head of Girls' Physical Education Department to take responsibility for the subject throughout the school. Scale 2.
Application forms available from the Headteacher at the school on receipt of a stamped addressed envelope please.
Closing Date: 18.5.1987. (31840) 134220

EAST SUSSEX
HEATHFIELD SCHOOL
Cade Street, Heathfield TN21 8RJ
Comprehensive mixed, 11-18
Roll: 1025
From September: Teacher in Charge of girls P.E. (Scale 2). An enthusiastic and experienced Teacher to take charge and develope Girls P.E.
Relocation grants in approved cases.
Application forms (s.a.e. please) from the Head Teacher. (31791) 134220

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Mixed Comprehensive 11-18.
Roll 950
Required September 1987, SECOND IN PHYSICAL EDUCATION DEPARTMENT (Scale 2) with a particular responsibility for Girls' P.E. throughout the School. Excellent facilities including Sports Hall. Floodlit all-weather sports area, playing field and courts.
We are seeking an experienced and enthusiastic teacher who has the ability to assist in the running of a very busy Department and an interest in developing relevant courses for all pupils. A temporary Scale 3 may be available for a candidate able to assume overall responsibility for P.E. during the secondment of the present Head of Department.
London Allowance, £795.
Apply by letter with curriculum vitae and names and addresses of two referees to the Head Teacher.
Closing date 15th May 1987. (31596) 134220

ESSEX
WILLIAM EDWARDS SCHOOL
Stifford Clays Road, Grays RM16 3NJ
Tel: (0375) 379571
(Roll 1,070)
TEACHER OF PHYSICAL EDUCATION Scale 2 and above
Teacher to be responsible for Girls PE. Well qualified and committed teacher to join an enthusiastic team developing progressive approaches.
Closing date: 19th May 1987.
Telephone for details and application form. (43364) 134220

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent DA11 8AQ
Required in September in this Thames-side High School a teacher in charge of Dance (Scale 2) - for a period of approximately 8 months, to cover for a teacher on maternity leave. The successful applicant will be a committed teacher with a lively enthusiasm. Dance is taught throughout the school, including GCSE work.
Applicants should apply by letter to the Headmistress stating their second subject, and giving full CV and the names and addresses of 2 referees. SAE please. (37086) 134220

Scale 1 Posts

BEDFORDSHIRE
EDUCATION
THE SAMUEL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton, Shefford, Bedfordshire
Tel: Hitchin 812798
Required for September 1987, a teacher of boys P.E., scale one. The successful candidate will join an active and committed department involved in a variety of sports and games. There is considerable opportunity to organise curricular and extra - curricular activities.
Application forms and further details from the headmaster, S.A.E. please.
An Equal Opportunities Employer. (31907) 134222

BEDFORDSHIRE
EDUCATION SERVICE
PUTTERIDGE HIGH SCHOOL & COMMUNITY COLLEGE
Putteridge Road, Luton, Beds.
Tel: 415791
Required for September 1987, a teacher to contribute to the full range of mixed P.E. and Boys' Games, Scale 1. Applications welcomed from new entrants to the profession.
Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (31918) 134222

BEXLEY
LONDON BOROUGH
BEXLEY TECHNICAL HIGH SCHOOL FOR GIRLS
Townley Road, Bexleyheath, Kent DA6 7AB
Tel: 01-304 8311
Required in July (on supply) or September 1987 a teacher of P.E. Scale 1 for this girls selective school. This is a temporary appointment to cover maternity leave.
Application form available from Headteacher. (37062) 134222

BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0959 74043
For September 1987, a teacher of Boys P.E. (Scale 1) for this 11-18 mixed 6 form entry comprehensive with a sixth form of 120. We are seeking a gifted teacher who will make a significant contribution to the teaching at this well equipped school.
Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London Allowance is payable.
Details/application forms from and returnable to the Headteacher (large SAE please) by 19th May 1987. (43244) 134222

BRENT
LONDON BOROUGH OF BRENT
COPLAND COMMUNITY SCHOOL
Cecil Avenue, Wembley, Middlesex HA9 7DX
Tel: 01-902 6362
TEACHER OF BOYS' PHYSICAL EDUCATION (Scale 1)
Required from April 1987 - Teacher of Boys' Physical Education (Scale 1), to teach across the full age and ability range in this community school. There are good on-site facilities, large playing fields which include 400 metre grass athletics track. Off-site facilities are also used at the local Sports Centres. The successful applicant will be a Form Tutor.
GIRLS' PHYSICAL EDUCATION TEACHER (Scale 1)
Required for September 1987 -
Specialist teacher to teach across the full age and ability range of this community school. There are good on-site facilities, large playing fields which include a 400 metre grass athletics track. Off-site facilities are also used at the local Sports Centre. Vacancy due to promotion. The successful applicant will be a Form Tutor.
Qualified Teachers are invited to apply for the above posts.
Application forms are obtainable by contacting the Head Teacher, returnable by 15th May 1987.
Brent is fundamentally committed to multi-cultural education.
Brent is an equal opportunity employer.
Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.
London Weighting of £1,215 per annum is payable in addition to the appropriate Burnham Salary Scale. (31443) 134222

BROMLEY
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PS
Tel: 01-467 3263
Required as soon as possible, a part-time qualified teacher of GIRLS P.E. to join a well established department in this 6 F.E., Co-educational, all ability school.
Applications by letter together with a c.v. (no forms) to be sent to the Headmaster at the school by 15th May, 1987. (04852) 134222

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunites Employer
Beaconsfield/Chiltern Area
BEACONSFIELD SECONDARY SCHOOL
Wattleton Road, Beaconsfield HP9 1RW
Headmaster: M H Stanyon
Tel: Beaconsfield 3450.
Required for September 1987, teacher of Boys' Physical Education to join an enthusiastic team. Teaching duties preferably in History or Geography will be required.
Application forms available from the Headmaster at the school on receipt of a stamped addressed envelope. (31850) 134222

DONCASTER
NORTHCLIFFE COMPREHENSIVE SCHOOL
Gardens Lane, Conisbrough, Doncaster DN12 3JS
Tel: Rotherham (0709) 864001
Required for September 1987 an Assistant Teacher of Physical Education. This is a permanent post, initially at Scale 1, and would ideally suit a Probationary Teacher.
Northcliffe is a full comprehensive, 11 - 16 school, with 1,000 students on roll from the ex-mining communities of Conisbrough and Denaby.
The school places a heavy emphasis upon individual student freedom and responsibility, the development of mixed ability teaching, a strong and supportive pastoral care network and residentail courses for students.
The school has an excellent, modern Sports Block and playing fields adjacent to the school.
Candidates should be interested in teaching PE to students of all ages and abilities and in particular contributing to a wide range of mixed PE activities in years 4 and 5 in addition to the PE programme for boys in years 1-3.
Please submit a letter of application, together with the relevant curriculum vitae including the names of two referees to the Head David Lingard, as soon as possible and at the latest by Tuesday 19th May.
Further details about the school and this particular post are available upon request from the school.
We are an equal opportunities employer so applications from disabled persons are welcome. (31533) 134222

EAST SUSSEX
CARDINAL NEWMAN R.C. SCHOOL
Upper Drive, Hove BN3 6ND
Comprehensive mixed, 11-18.
Roll: 1600
From September: Teacher of Physical Education (Scale 1). The person appointed will join a strong and developing department in a school which is committed to high standards in Physical Education at all levels.
Relocation grants in approved cases.
Application forms (sae please) from and returnable to the Head Teacher. (37105) 134222

ESSEX
FURTHERWICK PARK SCHOOL
Furtherwick Road, Canvey Island SS8 7AZ
Tel: (0268) 682157/5
(Roll 1,112 11-16)
TEACHER OF BOYS PE Scale 1
Committed and competitive young teacher with an interest in Athletics and Team Games. An ability and willingness to be involved in other areas of curriculum would be advantageous.
Also required TEACHER OF GIRLS PE - Scale 1
Committed, young teacher with an interest in Athletics, Netball and Hockey required for September 1987. An ability and willingness to be involved in other areas of curriculum would be advantageous.
For the above post apply by letter and cv to Headteacher. (43362) 134222

HERTFORDSHIRE
NICHOLAS BREAKSPEAR SCHOOL
Colney Health Lane, St. Albans, Herts. AL4 0TT
Group 10
Head: Mr. T.M. Eastham
Required for September for this 11-18, 5-6 f.e., RC, all-ability, co-educational school, Assistant Teacher Scale 1 for Boys P.E. For teachers moving into the County, Hertfordshire has an attractive re-location scheme.
Please phone the Head on St. Albans 56867 or 60079 as soon as possible for further details. (43194) 134222

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow, Middlesex TW5 9PD
Tel: 01-897 2001/5
Head: Mrs. Anne Jones, B.A., Dip. Soc., F.R.S.A.
Required for September 1987. A full time teacher of P.E. (Boys) Scale 1. Cranford Community School is a superbly equipped fully comprehensive and multi-racial community school with excellent sports facilities. These include a 5 badminton courts size hall, gymnasium, dance/drama studio, multi-gym, 5 squash courts, outside 6 soccer pitches, floodlight redgra area (two hockey pitches), cricket nets and two squares, 8 tennis courts.
Appplicants will be expected to be competent to teach across a wide range of sports, including soccer, hockey, educational gym, all racket sports, basketball and athletics. Ability and a knowledge of movement/dance would also be an advantage. Th school has also a strong tradition in outdoor activities.
Letters of application, including CV's, the names of two referees and a s.a.e., should reach the Head within 10 days of the appearance of this advertisement. (43411) 134222

HOUNSLOW
ST. MARK'S CATHOLIC SCHOOL
106 Bath Road, Hounslow, Middlesex TW3 3EJ
Headteacher: Mr. D.J. Sheath, B.Sc (Hons)
11 - 18+ Co-educational Comprehensive School
P.E. TEACHER SCALE I
Required for September 1987, an enthusiastic teacher of Physical Education to teach mainly boys in this well established and popular mixed 11-18 Comprehensive School.
The teacher would teach P.E. throughout the School including GCSE courses. Special interests in educational gymnastics, basketball, soccer and athletics would be an advantage.
Apply in writing to the Headteacher, enclosing a stamped addressed envelope and giving the name of two referees.
LONDON ALLOWANCE ....£795 per annum.
CLOSING DATE 20th May 1987.
AN EQUAL OPPORTUNITIES EMPLOYER. (31768) 134222

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
LIVERSEDGE SECONDARY SCHOOL
Roberttown Lane, Liversedge WF15 7LX
Ref: 1836
Required for September, 1987 a temporary SCALE 1 teacher of GIRLS' PHYSICAL EDUCATION/GAMES. An ability to teach french an advantage.
The post is temporary to cover the maternity leave of a permanent postholder.
Application forms & further details from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees Operates an Equal Opportunities policy full details of which will be sent to all applicants. (31932) 134222

LINCOLNSHIRE
SPALDING HIGH SCHOOL
Stonegate, Spalding PE11 2PJ
Group 10 - Roll 710, 150 in sixth form
Assistant Teacher of Physical Education, Scale 1 or 2, required for September to teach throughout this girls' grammar school.
SAE to head for form and details. Closing date: 22nd May, 1987. (31848) 134222

KENT
EDUCATION DEPARTMENT
EAST KENT AREA
CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Clarendon Gardens, Ramsgate CT11 9BB
Roll 566
Required for September 1987 a qualified teacher of Physical Education. Scale 1 Post.
Further details may be obtained from the Headmistress (s.a.e. please) to whom letters of application, together with the names and addresses of two referees, should be forwarded by Friday, 22nd May.

DOVER GRAMMAR SCHOOL FOR BOYS
No. on Roll: 650
Required for September a P.E. Specialist willing to be involved in games and outdoor pursuits. A willingness to teach some Geography would be a recommendation.
Apply direct to the Headmaster at the School giving the names of 2 referees.

NORTH KENT AREA
REDE SECONDARY SCHOOL
Carnation Road, Strood ME2 2SX
Required for September, 1987 teacher of P.E. Scale 1, to join a department of four. Enthusiasm for dance and trampoline advantageous. P.E. is a core subject for all pupils and includes and GCSE courses ensures its popularity in the Upper School. Excellent facilities, sports hall, gym, dance studio and extensive playing fields. Squash and swimming are off site activities, willingness to help with out of school activities essential.
Letters of application with full c.v. and names/addresses of two referees to the Head teacher.

MID KENT AREA
ST. SIMON STOCK SCHOOL
Oakwood Park, Maidstone ME16 0JP
Required September 1987 Teacher of Boys' PE and Games.
Applications from college leavers welcomed.
Apply to Head Teacher with CV and two referees. SAE please.

SOUTH KENT AREA
WYNDGATE SECONDARY SCHOOL
Park Farm Road, Folkestone, Kent
P.E. teacher required (Boys) Scale 1.
There are excellent facilities on School site, an extensive Area Sports Centre within walking distance and a dynamic and committed Department.
If you feel you would like to be part of the exciting developments taking place contact the school without delay.
Tel: Folkestone 58351. (37087) 134222

MERTON
URSULINE HIGH SCHOOL
15 The Downs Wimbledon. London SW20 8HD
Girls' Roman Catholic Comprehensive High School 13+ - 18+ (8f.e.) 870 on roll 200 in the 6th Form
Required September full-time teacher of Physical Education to teach this subject throughout the school and to take responsibility for either Hockey or Netball. This is a temporary post to cover a maternity leave. Scale post available for suitable applicant.
Applications to the Headteacher with names and addresses of two referees and s.a.e. for acknowledgement. (05369) 134222

NORTHAMPTONSHIRE
WOLLASTON COMPREHENSIVE SCHOOL
Irchester Road, Wollaston, Wellingborough, Northants.
Teacher of Boys' PE (Scale 1) is required for September 1987 at this rural comprehensive school for 1000 pupils aged 11 to 18 years.
The Faculty of Leisure Pursuits has a staff of 3 women and 3 men and the use of modern facilities and Gymnasium and Sports Hall. There are many acres of sports field and swimming facilities are available in Wellingborough.
Further details and application forms are available from the Headmaster on receipt of a SAE.
Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (43402) 134222

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HATHERSHAW SCHOOL
Bellfield Avenue, Oldham
BOYS' PE TEACHER - Scale 1
Available from 1st September 1987 to share the teaching of the subject throughout the age and ability range. The school has excellent PE facilities.
Please apply by letter to the Head at the school including full cv and names and addresses of 2 referees by 15th May.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (31787) 134222

SECONDARY PHYSICAL EDUCATION
continued

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Oxford Road, Thame, Oxon. OX9 2AQ
11-18 mixed comprehensive; three federal schools; 250 in sixth Form)
Required for September, two enthusiastic teachers of P.E. (boys and girls) to join a strong team in a school with an outstanding record. Ability to offer a second subject is an advantage.
Please send foolscap s.a.e. to The Principal for application form and further details.
An equal opportunity employer. (04891) 134222

OXFORDSHIRE
COUNTY COUNCIL
CHIPPING NORTON SCHOOL
Burford Road, Chipping Norton
Group 11 - Roll 940 (5 form entry 11-18)
Required for September a teacher for girls P.E. for two terms only (maternity leave) in an enthusiastic department willing to contribute to dance and netball would be an advantage.
Application forms available from the Headteacher (Tel: Chipping Norton 2007).
An equal opportunity employer. (43273) 134222

OXFORDSHIRE
COUNTY COUNCIL
ICKNIELD SCHOOL & COMMUNITY CENTRE
Love Lane, Watlington.
Mixed Group 10
BOYS PHYSICAL EDUCATION - Scale 1
We wish to appoint for September 1987, a suitably qualified and enthusiastic teacher to teach boys physical education throughout the school.
The successful applicant will also work closely with the Sports Council, which is actively supporting the development of sport within the community.
Please write for further details and application form. Closing date is 14 days after the appearance of this advertisement.
An equal opportunity employer. (43272) 134222

STAFFORDSHIRE
ST JOHN FISHER R.C. (A) HIGH SCHOOL
Ostields New Road, Newcastle ST5 2SJ
Required for September, 1987 an enthusiastic and suitably qualified person to teach Girls' PHYSICAL EDUCATION to all levels in this 11-18 mixed comprehensive school with over 800 pupils and students on roll (Scale 1). A practising Catholic is preferred, but candidates sympathetic to and supportive of a Catholic and Christian ethos in a school are welcome to apply.
Application forms are available from and returnable to the Headteacher at the school.
Canvassing will disqualify. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (43392) 134222

SUFFOLK
COUNTY COUNCIL
COPLESTON HIGH SCHOOL
Copleston Road, Ipswich IP4 5HD
11-16 Mixed Comprehensive, roll 1350
Required September 1987 a keen enthusiastic teacher of BOYS' PHYSICAL EDUCATION Scale I. A particular interest in Rugby would be welcomed but is not essential.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees, enclosing s.a.e. for details. (31853) 134222

SURREY
EDUCATION COMMITTEE
ABBOTSFORD HIGH SCHOOL
Clarewell Road, Ashford, Middlesex
11-16 Mixed Comp. ENOR [illegible]
Scale 1 teacher tutor of HEALTH AND FITNESS (P.E.) required from September 1987 for this newly recognised secondary school due to open in September 1987.
For further details and application forms contact the Headteacher. Tel: Ashford [illegible]. (43241) 134222

SURREY
EDUCATION COMMITTEE
SUNBURY MANOR SCHOOL
Nursery Road, Sunbury, Middlesex
Mixed Comp. 12-16 688 on roll
Required September 1987 a teacher of PHYSICAL EDUCATION for girls. An interest in modern language or special subjects would be an added advantage. Applications from newly qualified teachers welcome. There are good facilities on a pleasant site.
Applications in the first instance by letter with C.V. to the Headteacher or phone the school for further details. Closing date Wednesday 20th May. (43385) 134222

WEST SUSSEX
TEACHER OF BOYS P.E. SCALE 1
ST. PAUL'S R.C. SCHOOL
Haywards Heath
11-18 Mixed Comp. NOR: 548 (including 87 in the Sixth Form)
Required for September 1987, an enthusiastic and energetic teacher to work in a developing department. The successful candidate will be expected to make a full commitment to curricular and extra curricular activities. This post would be extremely suitable for a new entrant to the profession.
Application forms and further details available from the Headmaster, St. Paul's R.C. School, Oathall Avenue, Haywards Heath, West Sussex RH16 3ET (s.a.e. please) or Tel: Haywards Heath (0444) 450085. Closing date 18th May 1987. (31492) 134222

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
THE RADCLYFFE SCHOOL
Broadway, Chadderton, Oldham OL9 9QZ
GIRLS P.E. - Scale 1.
This post is available from September 1987 at this 11-18 mixed comprehensive.
Please apply by letter to the Headteacher at the school, including full cv and names and addresses of 2 referees by 15th May 1987.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (31789) 134218

Religious Education

Heads of Department

DURHAM
COUNTY COUNCIL
ST. JOHN'S R.C. COMPREHENSIVE SCHOOL
Bishop Auckland
11-18 years
HEAD OF RELIGIOUS EDUCATION - Salary Scale 3
Well qualified and experienced teacher required for September 1987.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 19th May, 1987. (31723) 134418

ESSEX
WILLIAM EDWARDS SCHOOL
Stifford Clays Road, Grays RM16 3NJ
Tel: (0375) 379571
(Roll 1,050)
HEAD OF RELIGIOUS EDUCATION Scale 3
Well qualified and committed teacher required to develop a broad multi-faith approach to moral guidance in a supportive environment.
Closing date: 19th May 1987.
Telephone for details and application form on (0375) 379571. (43356) 134418

HAMPSHIRE
BRIDGEMARY COMMUNITY SCHOOL
Wych Lane, Bridgemary, Gosport, Hants. PO13 0JN
11-16 Mixed Comprehensive - 772 on roll
Required September 1987
Head of Religious Studies - Scale 3.
Application in writing with full curriculum vitae, names/addresses of two educational referees to Headmaster - closing date 15th May 1987. (no forms).
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31485) 134418

HAMPSHIRE
BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport, Hants. PO12 2QP
11-16 mixed Comprehensive - 1670 on roll
Required September 1987 - Head of Religious Studies - Scale 3.
Application in writing with full curriculum vitae, names/addresses of two education referees to Headmaster - closing date 15th May 1987, (no Forms).
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31483) 134418

KENT
RELIGIOUS STUDIES
Head of Department required to develop GCSE and 'A' Level teaching. Lay or ordained, male or female.
See SEVENOAKS SCHOOL, Page 96. (05871) 134418

LONDON NW6
ST. AUGUSTINE'S CHURCH OF ENGLAND SCHOOL
Oxford Road, London NW6 5SN
Required for September, 1987 a HEAD OF RELIGIOUS EDUCATION (Scale 3) for this co-educational voluntary aided school. A lively experienced graduate teacher to take charge of Religious Education throughout the school.
The successful candidate will be expected to take a full part in the worship, pastoral care and extra-curricular life of the school. A practising Anglican would be preferred.
All candidates must be in sympathy with the Christian aims of the school.
Apply in writing to the Headteacher giving CV and two referees. Application forms [illegible] (31369) 134418

LIVERPOOL
EDUCATION DEPARTMENT
HEAD OF DEPARTMENT OF RELIGIOUS EDUCATION Scale 4
POPE JOHN PAUL R.C. HIGH SCHOOL (SPA)
Alderwood Avenue, Liverpool L24 0UB
Required for September 1987 at this co-educational 11-18 school; a well-qualified, experienced and enthusiastic teacher to lead this most important department.
Application forms obtainable from (send SAE) the Head Teacher. To be returned by 18 May 1987.
Liverpool City County is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (31590) 134418

Scale 2 Posts and above

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
WINDSOR HIGH SCHOOL
Richmond Street, Halesowem B63 4BB West Midlands
(11-16 co-ed. comp. Group 10)
RELIGIOUS EDUCATION specialist is required to fill Scale 3 vacancy from September 1987. Person appointed will work within Humanities Faculty and will be closely involved with Personal and Social Education programmes of work.
Interested applicants should contact Headteacher for application forms immediately (021-550 1452). Closing date is 15th May. (43311) 134420

HAVERING
LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
Cotswold Road, Harold Wood, Romford RM3 0TS
Tel: Ingrebourne 42293
(Roll 746 Mixed)
Headteacher: B.A. Groome, M.A.
HEAD OF RE DEPARTMENT, Scale 2
A suitably qualified, experienced and enthusiastic teacher is required for September 1987 to take responsibility for R.E. throughout the school. Established courses are currently taught to CSE, O and GCSE level.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (05299) 134420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
ST. SIMON STOCK SCHOOL
Oakwood Park, Maidstone ME16 0JP
(Mixed 11-18 wide ability. Roll 835, Sixth Form 120)
Teacher of Religious Studies Scale 2 for Sept 87, to assist in teaching the subject throughout school to A Level. Also to have responsibility for Religious Studies in Lower School and assist in setting and marking GCSE assessments across ability range. Must be practising Roman Catholic.
Apply to Head Teacher with cv and two referees (including a priest). SAE please. (43496) 134420

Assistant Teachers

Required September 1987

1. ALDERMAN CALLOW SCHOOL & COMMUNITY COLLEGE, Mitchell Avenue, CV4 8DY. Tel. 0203 467779 (541 on roll)

MUSIC Scale 3. An experienced and lively teacher is sought who will be responsible for teaching the subject in the school, for liaison and work with local feeder primary schools and for the development and arrangement of musical activities in the community served by the school and community college. Further details available on request from the school.

2. CALUDON CASTLE MIXED COMPREHENSIVE SCHOOL, Axholme Road, CV2 5BD. Tel. 0203 444822 (1282 on roll)

CHEMISTRY Scale 1 to share work at all levels, including 6th form for a suitably qualified candidate, in a well established and successful department.

3. FOXFORD MIXED COMPREHENSIVE SCHOOL, Grange Road, CV6 6DB. Tel. 0203 367444 (Social Priority School 1080 on roll)

A Scale 2 teacher of BUSINESS STUDIES/ECONOMICS is required to teach in a department which has benefitted considerably from curriculum development and resourcing through TVEI and which is committed to active learning and flexible teaching styles. The department offers courses in 'A' level and GCSE Economics, GCSE Office Practice and Information Technology as well as a range of Business Studies Modules within a 14-16 modular course. The successful candidate will need to be capable of teaching courses which make considerable use of computers and other modern office technology, and there will be a clear opportunity to contribute to further curriculum development in the school.

4. BLUE COAT CE MIXED COMPREHENSIVE SCHOOL, Terry Road, CV1 2BA. Tel. 0203 23542 (994 on roll)

BIOLOGY Scale 1 to teach the full age and ability range including GCSE Biology and lower school science. An interest in Special Educational Needs would be advantageous. Temporary appointment to cover a maternity leave.

Apply to Clerk to the Governors, c/o the school.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present/last Head Teacher, to the Head Teacher at the school concerned (unless otherwise stated) within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required. Canvassing disqualifies.

We welcome applications from men and women regardless of disability, race or marital status.

City of Coventry

COLLEGES OF FURTHER EDUCATION

MID-GLOUCESTERSHIRE TECHNICAL COLLEGE

FULL-TIME LECTURER GRADE I

Required from 1st September 1987 to teach students with Moderate Learning Difficulties attending a 2 year course within a sub Unit at the college.
Applicants must be experienced in working with students who have special educational needs.
Application forms and further details from the Principal, Mid-Gloucestershire Technical College, Stratford Road, Glos., to whom completed forms should be returned **within 2 weeks of the appearance of this advertisement.**

SECONDARY EDUCATION

DEPUTY HEADSHIPS

RIBSTON HALL HIGH SCHOOL
Stroud Road, Gloucester GL1 5LE.

DEPUTY HEAD

Required from 1st September 1987 a well qualified, experienced teacher with proven teaching and administrative ability as Deputy Head of this 2/3 form entry Girls' Grammar School. Group 9. The post involves major responsibility for timetabling, the welfare, both physical and social, of the girls and general administration.
Apply by letter immediately to the Headmistress with full c.v., names and addresses of two referees and S.A.E. Further details will be sent on request with S.A.E. Previous applicants will be considered without reapplying.
Closing date for applications, 18 May, 1987.

SCALE 3 POSTS

SIR THOMAS RICH'S SCHOOL
Oakleaze, Gloucester GL2 0LF.

HEAD OF PHYSICS

Required for September 1987. To take charge of Physics from 1st year to 6th year (GCSE & 'A' level).

HEAD OF TECHNICAL STUDIES

Required for September, 1987. Responsible for teaching from 2nd to 5th year (GCSE) and teaching 6th form General Studies Groups.
For both posts apply direct to Head Teacher including c.v. and names and addresses of two referees.

SCALE 2 POSTS

STROUD HIGH SCHOOL FOR GIRLS
Beards Lane, Stroud, Glos. GL5 4HF.

TEACHER OF FRENCH

Required for September 1987, a teacher of French up to Advanced Level. An ability to teach German or Spanish would be an advantage. A commitment to the school's flourishing exchange programme is looked for. Scale 2 (current Burnham) is offered for a suitably qualified candidate.
Applications by letter to the Headmistress with names of two referees as soon as possible.

SCALE 1 POSTS

CHOSEN HILL SCHOOL
Brookfield Road, Churchdown, Gloucester GL3 2PL.

TEACHER OF CHEMISTRY

Required for September 1987 a teacher of Chemistry to 'A' level (Nuffield). A lively and enthusiastic teacher is sought to share in the teaching of Chemistry across the age and ability range with some Combined Science in the Lower School.
Apply by letter to the Headmaster at the school, stating age, qualifications and experience, and the names and addresses of two referees.

WESTWOOD'S GRAMMAR SCHOOL
Northleach, Cheltenham, Glos. GL54 3PQ.

TEACHER OF ENGLISH & GERMAN

This is a co-educational rural school of 280 pupils with 53 in the 6th form.
Required from September, 1987 graduate teacher of English and German.
Work is available in both subjects throughout the school for a candidate with suitable qualifications.
Further details by forwarding a S.A.E. to the Headmaster.

BALCARRAS SCHOOL
East End Road, Charlton Kings, Cheltenham GL53 8QF.

TEACHER OF SPANISH & FRENCH

Required for September teacher of Spanish and some French in this newly established 11-18 comprehensive on the outskirts of Cheltenham.
A Modern Languages Department is well equipped and there is an emphasis on active/communicative language learning. Spanish is to be introduced as a second foreign language to 2nd and 3rd years in September.
Apply by letter to Headmaster Mr. N.E.G. Cooke, with names and addresses of two referees.

CIRENCESTER DEER PARK SCHOOL
Stroud Road, Cirencester, Glos. GL7 1XB.
(1100 11-18's on roll + 350 in Sixth Form)

TEACHER OF DRAMA

Required for September 1987, qualified specialist teacher of Drama to teach within active department which runs a variety of GCSE and Theatre Studies 'A' level courses. Possibility of part-time employment.
For further details and application form, send large S.A.E. to the Headmaster.

ST. PETERS HIGH SCHOOL
Stroud Road, Gloucester GL4 0DD.

TEACHER OF HISTORY

Required from September 1987 The Governors of this 11-18 Roman Catholic Comprehensive High School and Sixth Form Centre require a teacher of History capable of working across the whole 11-18 age and ability range. A willingness and ability to teach History through primary source and investigative methods is essential. In the first instance the post will be offered on a temporary basis but there is every likelihood of it becoming permanent.
Application forms and further details are available from Fr. M. English, Chairman of Governors.

WINCHCOMBE SCHOOL
Greet Road, Winchcombe, Cheltenham, Glos. GL54 5LB.
(11-16 Comprehensive — 380 on roll)

TEACHER OF GERMAN

A young enthusiastic graduate teacher of German with subsidiary French to join a small active languages department is required from 1st September 1987.
Please apply by letter with c.v. to the Headmaster **within 2 weeks of this advertisement.**

FARMOR'S SCHOOL
The Park, Fairford, Glos. GL7 4JQ.

TEACHER OF MATHS

Required from September 1987, to teach a cross section of the ability range in years 1 to 5 and to assist with advanced level if possible.
Please apply by letter including c.v. and names and addresses of two referees, and further details available from Headmaster (enclose S.A.E).

SIR THOMAS RICH'S SCHOOL
Oakleaze, Gloucester GL2 0LF.

TEACHER OF FRENCH

Required for September 1987, graduate to teach French to GCSE & 'A' Level & German to GCSE Level full-time.
Apply direct to Headmaster with full c.v. and names and addresses of two referees.
This is a temporary post covering maternity leave.

PRIMARY EDUCATION

DEPUTY HEADSHIPS

LYDNEY C. OF E. SCHOOL
Breans Road, Lydney, Glos. GL15 5EA.
(NOR Sept. 1987, 137)

DEPUTY HEAD TEACHER

An experienced and imaginative teacher required from September 1st for this senior post
Application forms and further details available from the Head Teacher.
Applications close 14 days from the appearance of this advertisement.

SCALE 2 POSTS

AMBERLEY RIDGE SCHOOL
Amberley, Nr. Stroud, Glos. GL5 5DB.

TEACHER OF THE HEARING IMPAIRED

Required for September 1987 at this area day/weekly residential school for primary pupils with moderate hearing difficulties an experienced qualified teacher of the hearing impaired to establish an integrated centre for children whose hearing loss will range form moderate to servere. The children will be dependant on a teaching approach which includes signing and other methods to overcome their associated hearing difficulties.
An experience of British Sign Language desirable. Scale 2(s).
Further information and application forms from Head Teacher (S.A.E. please).

ST. MARY'S C. OF E. (AIDED) JUNIOR SCHOOL
St.Mary's Road, Tetbury, Glos. GL8 8BW.

TEACHER OF MUSIC

Qualified teacher required to co-ordinate and advise on the teaching of music throughout the school.
Application forms available from Head Teacher, please enclose S.A.E.

SPECIAL EDUCATION

HEADSHIPS

DEAN HALL SCHOOL
Coleford, Glos. GL7 4DB.

HEAD TEACHER Group 6(s)

Applications are invited for a 1st September 1987 (if possible) appointment from graduates with advanced specialist qualifications, and with senior management experience in special education for the post of Head Teacher Group 6(s) for this all aged day special school for 100 pupils with moderate learning and behavioural difficulties. The school serves the Forest of Dean area of Gloucestershire and the vacancy is due to promotion.
Forms and further details from Chief Education Officer (ref.TG1), Shire Hall, Gloucester GL1 2TP. (S.A.E. please).

Gloucestershire County Council

The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community

SECONDARY RELIGIOUS EDUCATION
continued

SOLIHULL
EDUCATION COMMITTEE
ARCHBISHOP GRIMSHAW R.C. (AIDED) SCHOOL
Kew Close, Cooks Lane, Chelmsley Wood, Birmingham B37 6NY
Tel: 021-770 5331
Required for September 1987, in this 11 - 18 Voluntary Aided R.C. all-ability School, TWO TEMPORARY SCALE 2 TEACHERS OF RELIGIOUS EDUCATION. Governors seek committed teachers of Religious Education in accordance with principles and practice of Roman Catholicism to join a large department in this essential curriculum area. Ability to teach across the age and ability range essential.
Apply by letter to the Headteacher enclosing C.V. and S.A.E. (43395) 134420

BARNET
LONDON BOROUGH
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, London N2 0SQ
Tel: 01-444 5211
V.A. Mixed Comprehensive. Roll 1064, Sixth Form 180. 11-18
Required for September 1987. Teacher of RELIGIOUS EDUCATION. Scale 1. The Governors are seeking to appoint a practising and committed Roman Catholic teacher to join this important department. An energetic person is sought who will teach across the entire range of age and ability to make a major contribution to all aspects of the work of the department.
Removal expenses and separation allowances available.
Written request for further details and application form from the Head Teacher S.A.E. Closing date for applications Monday, 18th May 1987. (31585) 134422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
RICHARD CHALLONER SCHOOL
Manor Drive North, New Malden, Surrey KT3 5PE
Tel: 01-330 5947
No on Roll: 611 (Boys 11 - 18 years)
Applications for a post as a full-time teacher of Religious Education as from September 1987 from practising Roman Catholics.
There will be opportunities to teach at all levels of ability throughout the School, including GCSE examination classes.
Scale 1 post. London Allowance £795.
Applications are also invited from students in their final year at College and candidate will be welcome to visit the School informally.
The School caters for Catholic boys across the full range of ability and operates a mixed 6th form, federated with the local Convent school.
Application forms are available from the Headmaster, to be returned within 2 weeks from the date of this advertisement.
An Equal Opportunities Employer. (31876) 134422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MIRFIELD HIGH SCHOOL
Kitson Hill Road, Mirfield WF14 9EZ
Ref: 1837
Required for September, 1987 a SCALE 1 teacher of RELIGIOUS EDUCATION in this 13-18 mixed comprehensive school of 1,200 students. We wish to replace a teacher who has enthusiastically taught and promoted the subject throughout the main school under the broad heading of Humanities.
Candidates are asked to state their subsidiary subjects.
Application forms and further details from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy full details of which will be sent to all applicants. (31937) 134422

Scale 1 Posts

CUMBRIA
ST BERNARD'S R.C. SCHOOL
Rating Lane, Barrow in Furness LA13 9LE
S.A. R.C. Comp. M11-16
N.O.R. 720
SPECIALIST TEACHER OF R.E. Sc. 1
Required for Sept. 1987 to teach 11-16 age range including G.C.S.E. within a team of 3 Teachers.
Further details and application form from the Head. Closing date 22.05.87. (31739) 134422

HERTFORDSHIRE
NICHOLAS BREAKSPEAR SCHOOL
Colney Heath Lane, St. Albans, Herts. AL4 0TT
Group 10
Head: Mr. T.M. Eastham
Required for September for this 11-18, 5-6 f.e., RC, all-ability, co-educational school, an Assistant Teacher Scale 1 of R.E. For teachers moving into the County, Hertfordshire has an attractive re-location scheme.
Please phone the Head on St. Albans 56867 or 60079 as soon as possible for further details. (45301) 134422

NORTHUMBERLAND
BEDLINGTON ST. BENET BISCOP'S RC AIDED HIGH SCHOOL
Ridge Terrace, Bedlington NE22 6ED
Group 10, 13-18
Comprehensive of 690 pupils including 125 in sixth Form.
MUSIC/R.E. TEACHER (SCALE 1)
Required from September 1987. A practising Catholic is essential. Removal expenses and lodging allowance may be payable.
For application forms and further details send a foolscap s.a.e. to the above address to be returned within fourteen days. (31754) 134422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
LOXFORD HIGH SCHOOL
Please See English: Scale 1 posts. (04876) 134422

ROTHERHAM
METROPOLITAN BOROUGH
Rotherham is an equal opportunity employer
WATH POPE PIUS R.C. (A) SCHOOL
11-16 mixed. Approx. 496 on roll
Required for 1st September, 1987
ASSISTANT TEACHER - SCALE 1
Teacher of Religious Education throughout the School to G.C.S.E. level. The successful candidate will be a committed, practising Catholic taking an active part in the spirited and religious life of the School community. An ability to offer English, French or Humanities would be an advantage.
Closing Date: 22nd May, 1987.
Curriculum Vitae and details of two persons for reference to the Clerk to the Governors, c/o the School, Wath Wood Road, Wath upon Dearne, Rotherham S63 7PQ Tel: Rotherham 873218 from whom further particulars are available.
G. Crane, Director of Personnel Resources. (43468) 134422

STAFFORDSHIRE
ROBERT SUTTON R.C. (A) COMPREHENSIVE SCHOOL
Bluestone Lane, Stapenhill, Burton Upon Trent
Required for September, 1987 a Scale 1 teacher of RELIGIOUS EDUCATION up to and including 'A' Level. Practising Catholic essential.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (43394) 134422

ilea

Working in Education

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- *Commitment to promoting equality of opportunity in education*
- *Pupil teacher ratios among the best in the country*
- *Half-day a week induction training for probationers and a high level of in-service training provision thereafter*
- *With some 950 schools, opportunities to broaden experience and enhance career prospects*
- *Excellent support staff and professional back-up, plus a range of central specialist resources*
- *Inner London allowance of £1,215 plus in many cases Social Priority allowance of £210-276 p.a. in addition to Burnham salary.*
- *All posts open to job share unless indicated otherwise (NJS). A Register for pairing potential job-shares: contact EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 8801.*

Applications are invited from qualified teachers interested in working in this exciting inner-city environment.

Application forms and further details are available from the Head of the school, unless requested otherwise. Visits to schools, by appointment, are welcomed.

The closing date for applications is 22nd May 1987, unless indicated otherwise.

Headships & Deputy Headships

Please refer to separate advertisement also in this publication.

Secondary Education

All secondary schools in the ILEA area are organised along comprehensive lines.

BURLINGTON DANES CE (SM)
Burlington Building, Wood Lane, W12 Tel. 01-743 2182. Roll: 1000. Head: Mr D Palmer
Required from September 1987 a Head of R.E. (Scale 3) for this co-educational voluntary-aided school. Students follow examination courses in R.E. and have regular opportunities for corporate worship: considerable importance is attached to this area of the curriculum. *Applicants should be committed and practising communicant members of the Church of England. Letters of application and cv and details of two referees to the school asap and not later than Friday 15th May 1987.*

Primary Education

ST. JOHN'S HIGHBURY VALE (JM&I)
Conewood Street, Blackstock Road, N5 1DL.
Tel: 01-226 4906.
Roll: 210. Head: Miss J. Sagar
Required September or asap. Scale 2 post developing a language policy. An interest in the use of computers to support children's language development would be an advantage.

Nursery Education

RACHEL MCMILLAN
McMillan Street, SE8.
Tel. 01-692 4041.
Roll: 165 F/T 10 P/T.
Head Mrs. Marjorie M. I. Ouvry
Required asap. Scale 2 post for an experienced nursery teacher to co-ordinate and support all aspects of parental involvement and one curriculum area throughout the school

Other Appointments

SUPPORT TEAM FOR BI-LINGUAL UNDER FIVES
Scale 2 temporary one year post available September. Experience of early years education and of multi-lingual schools essential. *Post 58/87. Application forms available from: PER/PS3(C), ILEA, Room 70, The County Hall, London SE1 7PB. Tel: 01-633 6218. For further information contact Jean Kidner (Co-ordinator) at CUES on 01-735 0654.*

MARCHANTS HILL RURAL CENTRE
Tilford Road, Hindhead, Surrey GU26 6AA. Tel: 042 873 5626.
Head of Centre: Mrs. C. E. Langley
Required September. Deputy Head of Centre Scale 3 plus £200 p.a. Deputy Heads allowance and £2949 p.a. extraneous duties allowance. The centre caters for residential secondary field work examination groups and offers general environmental courses for a maximum of 168 primary and secondary children. NJS conditions apply
Further details and application forms from: SB12, ILEA, Room 330, The County Hall, London SE1 7PB. Tel: 01-633 6972. Closing date: 15th May 1987.

Scale 1 Supply Teachers

There are currently opportunities available in some 1,050 Nursery, Primary, Secondary and Special Schools throughout Inner London for supply teachers who have satisfactorily completed their probation. There are opportunities for permanent appointment as a cover teacher (not in special schools) as well as on a casual supply basis. If you are interested in pursuing a worthwhile career working in education and would like to receive further details and an application form, contact the Teaching Staff section at the undermentioned Divisional Offices, who will be pleased to hear from you.

Hammersmith & Kensington	01-603 3388
Lewisham	01-698 4633
Camden & Westminster	01-486 0190
Southwark	01-703 0855
Islington	01-272 7727
Lambeth	01-274 6288
Hackney	01-802 3177
Wandsworth	01-874 7262
City & Tower Hamlets	01-790 1288
Special Schools — all areas	01-633 7071
Greenwich	01-855 3161

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

Science

Heads of Department

BARNET
LONDON BOROUGH
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, London N2 0SQ
Tel: 01-444 5211
V.A. Mixed Comprehensive. Roll 1064, Sixth Form 180, 11-18
Required for September 1987, HEAD OF SCIENCE (Scale 4). Applications are invited from experienced teachers with proven leadership ability. Besides being Head of Chemistry, the successful candidate will oversee and co-ordinate all science teaching in the school. The ability to teach Physics to GCSE level would be an advantage. The Department is well housed in 8 Labs, and runs very well subscribed courses at all examination levels.
Practising Catholic preferred.
Removal expenses and separation allowances available.
Written request for further details and application form from the Head Teacher S.A.E. Closing date for applications Monday, 18th May 1987. (31438) 134818

BROMLEY
LANGLEY PARK SCHOOL FOR GIRLS
South Eden Park Road, Beckenham, Kent BR3 3BE
Tel: 01-650 7207
6 f.e. all ability; 150 in joint mixed Sixth Form
Graduate teacher required to take charge of Chemistry within the Science Faculty (Scale 3) able to teach Chemistry to A and S level, preferably to O level and Applied Science (Mode 3).
Application forms and further details available from the Headmistress ... returned ... 18th ... (31836) 134818

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
GREENHEAD GRAMMAR SCHOOL
Tel: (0535) 662828
13-18 Comprehensive Co-education (1150 pupils including 120 in Sixth Form)
Required for September 1987, Head of Physics (Scale 3). A well-qualified teacher with the skills and vision to lead the teaching of Physics within a large and lively Science department. In addition to a successful record of specialist Physics teaching up to Advanced level, applicants should be able to demonstrate a knowledge of Technology and/or Electronics. A commitment to curriculum development and innovation in Science teaching is essential. Substantial development work is already taking place with regard to computer applications, Technology and Modular Science courses. The local Authority has recently gained funding for further development of TVEI within all its Upper Schools.
Greenhead, which serves part of the town of Keighley and surrounding semi-rural area, occupies an attractive site with excellent facilities mid-way between Bradford and Skipton.
Further details and application form from the Headteacher (large sae please), Greenhead Upper School, Greenhead Road, Keighley BD20 6EB to whom completed forms should be returned by 19th May, 1987.
Reference ET 44887/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, race, sex or disability, who meet the job requirements. (31735) 134818

HAMPSHIRE
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Southampton SO3 6DU
11-16 mixed comprehensive - 1150 on roll
Required September 1987 Scale 4 Co-ordinator of Science.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headmaster - s.a.e. please - as soon as possible.
The County Council pursues a policy of equality or opportunity. Applications particularly welcome from people with disabilities. (31682) 134818

HOUNSLOW
ST. MARKS CATHOLIC SCHOOL
106 Bath Rd., Hounslow TW3 3EJ
Tel: 01 5877 3600
Headteacher: DJ Seath BSc (Hons)
11-18 + co-educational comprehensive school.
SCALE 4 SCIENCE (HEAD OF DEPARTMENT) FOR SEPTEMBER 1987.
Head of Science required to lead an active and successful team of eight teaches. Ability to teach Physics to 'A' level would be an advantage although applications from other specialists will be considered. The school has six laboratories serviced by four laboratory technicians.
Recent curriculum development in the Science Department include the introduction of NEA Modular Science G.C.S.E. and 'A Microelectronics for all' programme in the third year.
Apply in writing to the Headteacher, enclosing s.a.e. and giving the name of two referees. (31769) 134818

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR GIRLS
Frith Road, Dover, Kent CT16 2PZ
Group 10. 681 girls: 11-18
HEAD OF PHYSICS SCALE 3
Required for September 1987, Head of Physics, to be responsible for Physics throughout the School and to teach to 'A' level and University entrance. The school has a strong Science Department with many pupils taking Physics to 'A' level.
Applications in writing with CV and names of two referees, with day time telephone number, should be sent to the Headmistress by 18th May. Please send a s.a.e. if further details are required. (43497) 134818

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
Tel: 01-942 1242
Headteacher Mrs M A Williamson GRCM
No on Roll 961, 11-18 years (with over 100 in 6th form)
Required for September 1987, Head of Physical Sciences, Scale 3 (Acting Scale 4 as Head of Science Department in the first instance during maternity leave).
Candidates will be sought with the necessary experience and administrative skills to lead a successful and energetic department which is taking on considerable curricular initiatives. This post offers the opportunities to manage curriculum development in an innovative department which is part of a recently created Faculty of Mathematics, Science and Technology.
London Allowance £795.
Application forms and further details obtainable from the Headmistress to whom completed application forms should be returned by Friday 15th May 1987.
An Equal Opportunities Employer. (31881) 134818

KIRKLEES
METROPOLITAN COUNCIL
Ref: 1839 ... Colleges ... Dept ... (31956) ... 134818

LONDON
ST. ALOYSIUS' COLLEGE
30 Hornsey Lane, Highgate, London N6 5LY
(Tel: 263 1391)
A Roman Catholic Voluntary Aided School for 1,000 boys in the 11-18 + age range
Required for September 1987:
i) HEAD OF BIOLOGY (SCALE 3) and
ii) HEAD OF PHYSICS (SCALE 3)
Suitable applicants will be considered for the post of HEAD OF SCIENCE (SCALE 4).
Applications in writing a.s.a.p to Headmaster, Mr J.A. Mackersie, with full C.V., and names/addresses of two referees. Further details of the posts will be sent to applicants. (31886) 134818

ROTHERHAM
METROPOLITAN BOROUGH
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
OAKWOOD COMPREHENSIVE SCHOOL
11-16 mixed. Approx. 1112 on roll
Required for 1st September, 1987.
HEAD OF BIOLOGY - SCALE 3.
The required candidate should be willing to make a significant contribution to the development of integrated and modular science.
Closing Date: 22nd May 1987.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Moorgate Road, Rotherham S60 2UE. Tel: Rotherham 373664 from whom further particulars are available.
G. Crane, Director of Personnel Resources. (43464) 134818

ST. HELENS
METROPOLITAN BOROUGH COUNCIL
Community Education Department
HEAD OF SCIENCE DEPARTMENT Scale 4
Required for Parr High School (11-18 years mixed comprehensive: 1022 on roll, 24 in sixth form), Fleet Lane, St Helens WA9 1ST. Ability to teach 'A' level Physics is required. To commence in September, 1987.
Application forms and further details are available from the Head Teacher, to whom applications should be returned as soon as possible.
As part of the Council's Equal Opportunity Policy, applications are welcomed from people regardless of disability, marital status, race or sex. (31709) 134818

STAFFORDSHIRE
WOLGARSTON HIGH SCHOOL
Cannock Road, Penkridge, Stafford ST19 5RX
Required for September, 1987 in this 13 - 18 Comprehensive School, a Head of Science (Scale 4). Applicants are invited from well qualified Physical Scientists for the above post. The successful candidate will be responsible not only for the co-ordination and development of the work of the Science Department including multi disciplinary courses but also for the established links with the C.D.T. Department in the Technology area.
Application forms and further particulars are obtainable from and returnable to the Headteacher at the school.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (43385) 134818

WALSALL
METROPOLITAN BOROUGH COUNCIL
HEAD OF PHYSICS. Scale 3
Required September, 1987, to lead a team of four in a modern and well equipped Department. The opportunity to develop new courses within an exciting new structure will exist, as will the chance to contribute to the establishment of co-operative links with other curriculum areas, especially C.D.T.
Application forms and further details available from the Headteacher, T.P. Riley Comprehensive School, Lichfield Road, Bloxwich, Walsall, West Midlands.
Closing date: 15th May 1987.
Walsall is an Equal Opportunity Employer. (31688) 134818

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

SECONDARY SCIENCE
continued

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
CARDINAL HINSLEY HIGH R.C. BOYS'
Harlesden Road, NW10 3RN
Tel. 01-965 3947
Required from September 1987. Second in Science Department. Scale 3.
The Governors invite applications from well qualified, enthusiastic graduate teachers for the post of Second in the Department. The successful candidate would join a team of 6 specialist teachers and 4 technicians in a well organised and established department. There are 7 laboratories which are well equipped to a high standard. There is a large preparation room and adjacent office and storage facilities. The Department offers successful courses to advanced level and integrated science in years 1 to 5. The second in Department will be expected, as part of his/her role, to organise the Integrated Science scheme in years 4 and 5. The school has good library facilities and a resources room.
Qualified teachers are invited to apply for this post.
Application forms and further details are available from the Head Teacher returnable by 15th May 1987, and visits to the school are welcomed.
Brent is fundamentally committed to multi-cultural education.
London Weighting of £215 per annum is made in addition to the appropriate Burnham Salary Scale. (31449) 134820

BROMLEY
RAVENS WOOD? ... PARK SCHOOL
Leonard Road, Beckenham, Kent BR3 1QR
Tel 01-778 5917
For September 1987, Teacher in charge of Combined Science years 1-3. Scale 2.
Applications are invited from a suitably qualified and experienced Physical Scientist to teach either Physics or Chemistry to A level and Integrated Science in years 1-3. All pupils follow a Physical Science course in years 4 and 5.
Details/application forms from and returnable to the Headteacher (large SAE please) by 19th May, 1987. (31180) 134820

DORSET
BEAMINSTER SCHOOL
Beaminster DT8 3EP
11-18 mixed Comprehensive, 775 pupils on roll, approximately 150 in Combined Sixth Form)
Required September, Teacher (Scale 2) to be in charge of Chemistry. The successful applicant will be required to teach Chemistry to 'A' level and to contribute to the development of a Modular Science course for all pupils to GCSE.
Please telephone the School on Beaminster 0308-862633 for application forms and further details.
Closing date 18th May 1987. (31528) 134820

EAST SUSSEX
LONGHILL SCHOOL
Falmer Road, Rottingdean, Brighton BN2 7FR
Tel: (0273) 34086
Comprehensive mixed, 11-16. Roll: 800
From September: temporary Science Specialist (Scale 3) for one year to act as second in charge of Science arising from the appointment of Head of Department as advisory teacher. The school operates integrated science in all years and takes GCSE courses in Double and Single Certificate Science. A unique opportunity for a teacher committed to this approach.
Application forms (see ...) from and returnable to the Head Teacher. (31112) 134820

ESSEX
WESTCLIFF HIGH SCHOOL FOR GIRLS (GRAMMAR)
Kenilworth Gardens, Westcliff-on-Sea SS0 0BS
Tel: (0702) 76026
N.O.R. 850, 240 in Sixth Form)
TEACHER OF PHYSICS Scale 2
Required September, graduate to share teaching Physics throughout School to 'A' Level. Chemistry to Junior Forms. Electronics advantageous.
Apply to Headteacher giving names and addresses of two referees (foolscap sae please). (43354) 134820

HARROW
EDUCATION COMMITTEE
ROOKS HEATH HIGH SCHOOL
Eastcote Lane, South Harrow, Middlesex
Tel: 01-422 4675
Required for September, a well qualified and experienced Scale 3 teacher with a commitment to the development of process-based integrated and Modular Science. This is a new post and the subject specialism is less important than an ability to work as a team. Experience of working with mixed-ability groups would be welcome. The school is a mixed 11-16 school in a pleasant outer London borough and enjoys strong parental support.
Application forms from and to be returned to Headteacher by 18th May 1987.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunity Employer.

HOUNSLOW
LAMPTON SCHOOL
Lampton Avenue, Hounslow TW3 4EP
Headteacher: Mr. D.M. Jordan, B.S., Econ.
(Co-educational: 850 pupils, 11-19 comprehensive)
Required for September, 1987 DEPUTY HEAD OF SCIENCE, Scale 3.
A well qualified candidate will have the opportunity to teach the full age range in an 11-18 comprehensive school where Sciences are extremely popular.
This post offers an ideal opportunity to make a significant contribution to curriculum development and terms of reference (which will be agreed with the successful candidate) will certainly include responsibilities in this curriculum area.
Letters of application, including CV and names and addresses of two referees to be received within 10 days of the appearance of this advertisement, should be addressed in the first instance to the headteacher (s.a.e. foolscap, please). LONDON ALLOWANCE £795 per annum.
WE ARE EQUAL OPPORTUNITY EMPLOYER. (31765) 134820

ISLE OF WIGHT
COUNTY COUNCIL
COWES HIGH SCHOOL
Crossfield Avenue, Cowes, IW PO31 8HB
Age range 13-18 years
960 on roll
Group 11
Required for September 1987, a well qualified, experienced and highly motivated TEACHER OF SCIENCE (Scale 2) to join a large and successful Science Department with Oxbridge Candidates. Integrated and Modular courses are taught in main school and the ability to take 'A' level Nuffield Physics will be a strong recommendation.
Application forms available from the Headteacher at the school to whom completed forms should be returned by 22nd May, 1987. (SAE please). (37034) 134820

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
FRANK HOOKER SECONDARY SCHOOL
Knight Avenue, Canterbury CT2 8QA
Scale 3 Science teacher required from September to join a department at this TVEI school whose philosophy is integrated science for all.
Application form and further details from the school (Tel: Canterbury 463971) to whom full letter of application and CV should be returned as soon as possible.

WEST KENT AREA
MASCALLS SCHOOL
Gedges Hill, Paddock Wood, Tonbridge, Kent TN12 6LT
11-18 co-educational comprehensive. Roll 1320 mixed
Head of Physics Scale 3. Required for September 1987 a qualified specialist to teach throughout the age range to Advanced level. Well equipped science department. Popular school in favoured area.
Please apply within 7 days to the Headmaster naming 2 professional referees. (43498) 134820

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WESTBOROUGH HIGH SCHOOL
Stockhill Street, Dewsbury WF13 2JE
Ref: 1848
Post 1
Required for September, 1987 a SCALE 2 teacher to be in charge of CHEMISTRY in this 11-16 mixed multicultural comprehensive school. The successful candidate will be required to teach science throughout the school.
Post 2.
Ref: 1849.
Required for September, 1987 a SCALE 2 teacher to be in charge of BIOLOGY in this 11-16 mixed multicultural comprehensive school.
Application forms and further details from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy full details of which will be sent to all applicants. (31938) 134820

LIVERPOOL
ST. FRANCIS XAVIER'S SCHOOL
Beaconsfield Road, Woolton, Liverpool L25 6EG
PHYSICS
Required for September, 1987, a suitably qualified teacher to assist throughout the school. Scale II available, an interest in electronics would be an advantage. Particulars and Application Form from the Headmaster. (31631) 134820

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANIDLOES HIGH SCHOOL
Required for 1st September, 1987, a Science Teacher to contribute at various levels to the work of a Department that teaches Integrated Science in years 1 and 2 and a range of Separate and Integrated Sciences in years 3, 4 and 5. 'A' level work available for suitably qualified candidate. An ability to offer Technology would be an advantage. Scale 2. (Ref: 333).
Application forms and further particulars (s.a.e. please) are available from the Headteacher, Llanidloes High School, Llanidloes, Powys SY18 6EX to whom completed forms should be returned by 22nd May, 1987. (43456) 134820

ST. AUGUSTINE'S CHURCH OF ENGLAND SCHOOL
Oxford Road, London NW6 5SN
Required for September, 1987 a suitably qualified and experienced teacher of science (Scale 2) to join a well-established department.
Ability to teach own subject to 'A' level essential. Applicants should be in sympathy with the Christian aims of the school.
Apply in writing to the Headteacher giving CV and two referees.
Application forms will be sent in reply. Previous applicants will be automatically considered. (31371) 134820

STAFFORDSHIRE
KINGSMEAD COMPREHENSIVE SCHOOL
Kings Avenue, Hednesford WS12 5DH
(11 - 18 Comprehensive)
Teacher of PHYSICS (Scale 2).
Required for September, 1987, a graduate to teach across the ability range, and up to 'A' Level. A young and enthusiastic teacher is sought to fill this important post.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

ABBOT BEYNE SCHOOL
Linnell Building, Osbourne Street, Burton on Trent DE15 0JL
Required for September, 1987, a well qualified teacher of Chemistry to join a dynamic department; with proven success at all ages and abilities. A Scale 2 post is available for a suitably experienced candidate able to teach the subject up to 'A' Level.
Apply by letter to the Headteacher with full curriculum vitae and names of two referees as soon as possible. (Please enclose S.A.E. for full particulars).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (43386) 134820

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
Maidstone Road, Felixstowe IP11 9EF
11-18 mixed comprehensive roll 1005
Required September 1987, Scale 2 TEACHER OF PHYSICS. An experienced well qualified and enthusiastic teacher, capable of teaching to 'A' level is sought, to co-ordinate and develop G.C.S.E. courses.
Apply immediately with curriculum vitae and the names and addresses of two referees, to the Head at the school enclosing s.a.e. for details and forms. (37329) 134820

SUFFOLK
COUNTY COUNCIL
CHANTRY HIGH SCHOOL
Mallard Way, Ipswich IP2 9LR
11-18 mixed comprehensive roll 1421
Required September 1987, graduate teacher of PHYSICS to teach up to 'A' level. This is a Scale 2 post of responsibility that includes co-ordination of modular science and other tasks relating to assessment and examination. It is an opportunity to join a large progressive science department. An interest in co-ordinated science would be an advantage.
Apply immediately to the Head at the school by letter with curriculum vitae and the names and addresses of two referees. (37325) 134820

SURREY
EPSOM COLLEGE
Vacancy for a teacher of CHEMISTRY. See under Independent Schools. (05771) 134820

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF PHYSICS, Scale 2
Required September, 1987, to assist in the organisation and running of a modern and well-equipped department of four staff. The post offers ample scope for an ambitious teacher who would be interested in becoming involved in the development of fruitful links with C.D.T. and other curriculum areas.
Application forms and further details available from the Headteacher, T.P. Riley Comprehensive School, Lichfield Road, Bloxwich, Walsall, West Midlands.
Closing date: 15th May, 1987.
Walsall is an Equal Opportunity Employer. (31687) 134820

WILTSHIRE
DEVIZES SCHOOL
(11-18 mixed comprehensive: 1350 on roll)
Headmaster: D.J.W. Williams M.A.
Required for Septmber 1987, a well-qualified teacher of PHYSICS (Scale 2) to teach the subject throughout the school, including a substantial proportion of A-level work (Nuffield). BALANCED SCIENCE is taught in Years 1 to 3. Applicants should be prepared to participate fully in the school's social education programme.
The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.
Further details and forms can be obtained from the Headmaster, Devizes School, The Green, (please enclose s.a.e.). Completed forms and a letter of application should be returned by Friday, May 15th, 1987.
Wiltshire is an equal opportunity employer. (43335) 134820

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term, 1987.

Application forms/further details are available from the Head Teacher of the School concerned on receipt of a stamped addressed envelope.

Closing date 20 May, unless otherwise indicated.

Secondary

Scale 4 – Co-Ordinator (Head) of Science
HARTLAND COMPREHENSIVE SCHOOL
Sparken Hill, Worksop, Notts., S80 1AN
Mixed: 1085 (11-18)
A suitably qualified and experienced teacher is required.

Scale 4 – Co-Ordinator (Head) of Science
THE SANDFIELD SCHOOL
Sandfield Road, Lenton, Nottingham, NG7 1QH
Mixed: 390 (11-16)
A suitably qualified and experienced teacher is required to lead the Department in the development of meaningful courses and approaches, appropriate to this inner-city school. Sound ideas and enthusiastic leadership are more important than a particular Science subject specialism.

Scale 4 – Head of Mathematics
FERNWOOD COMPREHENSIVE SCHOOL
Goodwood Road, Wollaton, Nottingham, NG8 2FT
Mixed: 750 (11-16)
An enthusiastic and experienced teacher is required to lead a highly committed and successful team. Knowledge and experience of S M P. 11-16 desirable. Ideally, applicants should have accredited teacher status (SMP) to be responsible for the Scheme of Graduated Assessment.

Scale 4 – Head of Modern Languages
GROVE COMPREHENSIVE SCHOOL
London Road, New Balderton, Newark, Notts., NG24 3AL
Mixed: 980 (11-18)
A committed and well qualified teacher is required to lead a large Department which offers French and German to all levels. Ability to teach French to 'A' level essential. Knowledge of a second language would be an advantage though not essential.

Scale 3 – Head of History
KING EDWARD Vth SCHOOL
London Road, Retford, Notts., DN22 6AU
Mixed: 1000 (11-18)
A graduate teacher is required. A vital and flexible approach is essential. The ability to assist with Economics to 'A' level would be an added recommendation.

Scale 3 – Head of Music
BRAMCOTE HILLS COMPREHENSIVE SCHOOL
Moor Lane, Bramcote, Beeston, Nottingham, NG9 3GA
Mixed: 940 (11-18)
A well qualified and enthusiastic teacher is required. The successful candidate will have relevant 'A' level and G.C.S.E experience.

Scale 3 – Head of Music
NATIONAL C.E. (AIDED) COMPREHENSIVE SCHOOL
Annesley Road, Hucknall, Nottingham, NG15 7DB
Mixed: 980 (11-18)
A graduate teacher is required. The successful candidate will need to have a wide range of experience in the practical and creative approach to Music for all levels of ability. This is a re-advertisement

Scale 3 – Head of Music
WEST BRIDGFORD SCHOOL
Loughborough Road, West Bridgford, Nottingham, NG2 7FA
Mixed: 1202 (11-18)
Required to take charge of a thriving Department. The successful candidate must be able to teach to all abilities including courses to G.C.S.E. and 'A' level.

Scale 3 – Head of Religious Education
VALLEY COMPREHENSIVE SCHOOL
Bouik Lane, Worksop, Notts., S81 7DG
Mixed: 1450 (11-18)
Applicants should be practising Christians with successful experience of teaching to examination levels and prepared to administer voluntary service programmes.

Scale 3 – Head of Year
HARTLAND COMPREHENSIVE SCHOOL
Sparken Hill, Worksop, Notts., S80 1AN
Mixed. 1085 (11-18)
A suitably qualified and experienced teacher is required. The successful candidate must be able to teach one of the following subjects:–
Music, Creative Textiles, or Science (Chemistry or Physics and able also to teach Integrated/Applied Science)

Scale 3 – Second in Mathematics Dept.
BRAMCOTE HILLS COMPREHENSIVE SCHOOL
Moor Lane, Bramcote, Beeston, Nottingham, NG9 3GA
Mixed. 1052 (11-18)
An experienced graduate teacher is required to be Second in Charge of an enthusiastic and progressive Department. Successful Candidate will be expected to teach throughout the school and recent experience of 'A' level Mathematics and Further Mathematics is essential. Experience of the development of courses in the Lower School would be an advantage.

Scale 2 – Computer Education/Technology
WILFORD MEADOWS COMPREHENSIVE SCHOOL
Coronation Avenue, Wilford, Nottingham, NG11 7AD
Mixed. 560 (11-16)
The post offers an opportunity for a teacher to work with enthusiastic staff in a Department with a good reputation and excellent facilities.

Scale 2 – Drama/English
TOOT HILL COMPREHENSIVE SCHOOL
The Banks, Bingham, Nottingham, NG13 8BL
Mixed 1276 (11-18)
Required to take charge of Drama and teach some English. Drama is taught as a separate subject in Years 1-3 in workshop or well equipped theatre, and is available as an exam option in the Upper School. Lively tradition of productions.

Scale 2 – English/Information Technology
WEST BRIDGFORD SCHOOL
Loughborough Road, West Bridgford, Nottingham, NG2 7FA
Mixed: 1200 (11-18)
Teacher of English to teach throughout the school including examination courses in Years 4 and 5 and at 'A' level. Good facilities with literature based courses. An interest in information technology developments welcomed.

Scale 2 – Physical Education/Craft, Design & Technology
GLAISDALE COMPREHENSIVE SCHOOL
Glenbrook Crescent, Bilborough, Nottingham, NG8 3GP
Mixed: 575 (11-16)
The successful candidate will be second in the Physical Education Department and teach within the whole Department's programme of activities including G.C.S.E. and in addition, will teach at least 50% C.D.T. within the Creative Arts faculty.

Scale 2 – Technology
KIRKBY CENTRE COMPREHENSIVE SCHOOL
Tennyson Street, Kirkby-in-Ashfield, Nottingham, NG17 7DH
Mixed: 910 (11-18)
A enthusiastic teacher is required to teach G.C.S.E. Technology and take charge of this subject within the C.D.T. Department. An interest and ability to contribute to the teaching of Computer Education across the school is essential. Scale 3 post may be available for suitably experienced candidate.

Scale 1 – Home Economics
HARTLAND COMPREHENSIVE SCHOOL
Sparken Hill, Worksop, Notts., S80 1AN
Mixed: 1085 (11-18)
An enthusiastic teacher is required to specialise in the teaching of Creative Textiles in a well equipped and progressive Department. The successful candidate will also be expected to teach 'Food Science' to examination levels

Scale 1 – Religious Education
ELIZABETHAN HIGH SCHOOL
Queen Street, Retford, Notts., DN22 7BH
Mixed: 1087 (11-18)
A suitably qualified teacher is required to assist in the continued development of the subject. The successful candidate should be capable of motivating a wide variety of age and ability groups.

Scale 1 – Science
HARTLAND COMPREHENSIVE SCHOOL
Sparken Hill, Worksop, Notts., S80 1AN
Mixed: 1085 (11-18)
A suitably qualified teacher of Chemistry or Physics able also to teach Integrated/Applied Sciences.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

SECONDARY SCIENCE
continued

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
HENRY MEOLES SCHOOL
Birket Avenue, Moreton, Wirral L46 1RA
REQUIRED FOR SEPTEMBER, 1987. An experienced and well-qualified TEACHER OF PHYSICS - SCALE 2 to be second in charge of this successful and innovative department. As an original T.V.E.I. pilot school, courses in Control Technology and Electronics are well established. C.P.V.E. course in Micro/Information Technology, and independent learning strategies for 'A' level have been introduced. This is a challenging and exciting post for an ambitious teacher, who will be required to make a substantial contribution to 'A' level in this popular subject.
Application by letter enclosing full curriculum vitae and the names and addresses of two referees to the Headteacher as soon as possible.
(31547) 134820

Scale 1 Posts

BARNET
LONDON BOROUGH
ST. MARY'S C.E. SCHOOL
Downage, Hendon, London NW4 1AB
Tel: 01-203 2827
V.A. Mixed Comprehensive. Roll 897, Sixth Form 84
Required for September 1987. Teacher of GENERAL SCIENCES (Scale 1).
Initially, though the post is for General Sciences, there is the opportunity of teaching up to GCSE and 'A' level, depending upon the specialism of the successful candidate.
Further details and application forms are available from the Headmaster. S.A.E.
Removal expenses and separation allowances available.
Completed application forms should be returned to the school by Tuesday, 19th May 1987. (05965) 134822

BEDFORDSHIRE
EDUCATION
SANDY UPPER SCHOOL
Engaine Avenue, Sandy, Bedfordshire SG19 1BL
Tel: Sandy 80598
Required for September, 1987, teacher(s) for Physical Science Scale one or two for suitable experienced candidates.
There are two posts available - one emphasising physics, the other chemistry.
Excellent facilities and 'A' level work available in both cases.
Please apply immediatly by letter for an application form and further details giving the names and addresses of two referees.
An Equal Opportunities Employer. (31914) 134822

BERKSHIRE
HIGHDOWN SCHOOL
Surley Row, Emmer Green, Reading RG4 8LR
(11-18 Comprehensive mixed)
N.O.R.: 1150
Required for September 1987, a temporary full-time qualified teacher Scale 1 to teach mainly Physics in years 3, 4 and 5 and Combined Science in years 1 and 2.
Application forms and further particulars from the Headmaster enclosing SAE.
Closing date: 22nd May, 1987.
An Equal Opportunity Employer. (43306) 134822

BROMLEY
ST. OLAVE'S SCHOOL
Goddington Lane, Orpington, Kent BR6 9SH
Tel: 0689 20101
For September 1987, a Graduate to teach the Physical Sciences in this voluntary aided selective school of some 600 boys (150 in the Sixth Form). An ability to teach both Physics and Chemistry to GCSE level and one or the other to A level would be particularly welcome as would a willingness to give practical assistance within the school's wide ranging programme of extra curricular activities.
A Governors' house or flat may be available at an economic rate if this would be helpful.
Scale 1 plus £795 London Allowance.
Details/application forms from and returnable to the Headteacher (large SAE please) by 19th May, 1987. (04853) 134822

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
QUEEN'S SCHOOL
Corporation Road, Wisbech, Cambs., PE13 2SE
Tel: Wisbech 583257
Head Teacher: Mr. J.H. Piercy, B.Sc.
GROUP 12
REQUIRED FOR SEPTEMBER, 1987:-
Scale 1 teacher to assist in teaching of Agricultural Science to G.C.S.E. level. Excellent facilities for plant and animal husbandry. Ability to teach some Biology and/or Combined Science an advantage.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date for receipt of applications 19th May, 1987. (05443) 134822

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
ST. IVO SCHOOL
High Leys, St. Ives, Huntingdon, Cambs. PE17 4SP
1650 mixed, 11-18 comprehensive 200 + in 6th form
Required for September a teacher of Physical Sciences, Scale 1. Science department offers all three sciences at 'A' level and CCEE new courses being developed in GCSE following Integrated Science in the lower School. Wide teaching opportunity available including 'A' level for experienced teacher or new entrant.
Please write at once to the Headmaster giving full c.v. further details sent by return. (31799) 134822

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ST. ANDREWS C OF E (M) SCHOOL
Warrington Road, Croydon CR0 4BH
Tel: 01-686 8306
Required for September for this Group 7 (330 on roll) Christian School a teacher of Physics (Subsidiary Maths). The School is very well equipped and seeks to be at the forefront of the development. Candidates should be in sympathy with the Christian nature of the school. Applicants should contact the Headmaster for details.
Salary: Scale 1.
Tenable: September 1987. (04868) 134822

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Tel: Rotherham 864100
Required for September 1987: Graduate Teacher of Chemistry. Scale 1, to join strong team flourishing department. An interest in Integrated Science would be an advantage.
Further details and forms of application from the Headmaster to whom completed forms should be returned as soon as possible (s.a.e. please).
We are an equal opportunities employer so applications from disabled persons are welcome. (31535) 134822

EALING
LONDON BOROUGH
EDUCATION SERVICE
FEATHERSTONE HIGH SCHOOL
11 Montagu Way, Southall UB2 5HF
Required for September, a teacher of Physics, Scale 1 or 2.
The successful candidate will join a progressive and highly successful Faculty and will teach Physics for GCSE and 'A' level. An interest in Electronics and Technology would be welcome. 'A' level teaching is well-established and results are good. Science subjects are popular througout the school. A Scale 2 post is available for an experienced candidate but teachers seeking first appointment should not hesitate to apply.
London Weighting £1,215. Social Priority Allowance payable. Relocation expenses payable subject to conditions.
Application forms available from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned by Friday, 22nd May 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men.
(31449) 134822

EAST SUSSEX
WILLIAM PARKER SCHOOL
Parkstone Road, Hastings TN34 2NS
Voluntary controlled boys comprehensive
11 - 18, Roll: 1265 (160 in sixth form)
From September: Teacher of Physics (Scale 1) to contribute according to qualification and experience to the work of a very successful science department.
Relocation grants in approved cases.
Applicants should write to the Headmaster for further details enclosing a c.v. and the names of two referees.
(43413) 134822

EAST SUSSEX
CARDINAL NEWMAN R.C. SCHOOL
Upper Drive, Hove BN3 6ND
Comprehensive mixed, 11-18. Roll: 1600
From September: Teacher of Science (Scale 1). The successful candidate will join a flourishing Faculty which is teaching modular science at GCSE level and has strong sixth form A-level courses.
Relocation grants in approved cases.
Application forms (sae please) from and returnable to the Head Teacher.
(37106) 134822

ESSEX
DAVENANT FOUNDATION SCHOOL
Chester Road, Loughton, Essex IG10 2LD
(8-form entry, Voluntary Aided comprehensive, 180 in Sixth Form)
Required for September 1987 a teacher of Physics (Scale 1 plus London Fringe Allowance (to teach throughout the age and ability range). The School is attractively sited adjacent to Epping Forest and Loughton is served by the Central Line Underground.
Apply by letter direct to the Headmaster at the School enclosing curriculum vitae and the names and addresses of referees. (31630) 134822

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Mixed Comprehensive 11-18. Roll 950
Required September 1987, teacher of Science (Scale 1). A suitably qualified and enthusiastic teacher is sought to join a thriving and forward looking Science Faculty. The successful candidate will be committed to INTEGRATED SCIENCE (11-16) and to resource based individualised learning.
This post offers an ideal opportunity to participate in curriculum development and to contribute to the organisation of a successful and innovative Faculty.
London Allowance, £795.
Apply by letter with curriculum vitae, giving names, addresses and telephone numbers of two referees, to the Head Teacher at the School. Closing date 15th May 1987.
An equal opportunity employer. (31584) 134822

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, Edmonton, London N9 9TN
Voluntary Aided Grammar School
(1240 Mixed: 330 in Sixth Form)
Required September 1987, teacher of BIOLOGY, Scale 1. Biology is taught throughout the school and in the G.C.S.E. options scheme it attracts about 150 from the 180 pupils in the year group. There is a large sixth form and about 40-45 pupils take 'A' level.
London Allowance, £795.
Further details are available from the Headmaster.
Application by letter (no forms) with the names of two referees and stating qualifications and experience, and any subsidiary teaching subject or other relevant interest.
An equal opportunity employer. (05964) 134822

ESSEX
BARSTABLE SCHOOL
Timberlog Close, Basildon SS14 1UX
Tel: (0268) 552091
(Roll 1,400)
TEACHER OF SCIENCE Scale 1
Required September to teach mainly in Lower School. Physicist would be an advantage. Some examination work would be available.
Area Allowance.
Relocation allowances payable in approved cases.
Letter of application, cv and foolscap sae to the Headteacher.

THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich CO12 3TG
Tel: Harwich 506272
(Roll 1,400 11/18
TEACHER OF BIOLOGY Scale 1
Required September 1987 to teach in a progressive, developing Department. GCSE and 'A' level work available. Ideal first appointment.
Apply to the Headteacher enclosing cv, names of two referees and a foolscap sae.
(43353) 134822

GLOUCESTERSHIRE
Please see display advertisement on Page 83.
(00188) 134822

HERTFORDSHIRE
TRING SCHOOL
Mortimer Hill, Tring
Tel: Tring 2303
Mixed Church of England (Voluntary Controlled), all-ability School, age range 11-18 years; 1,030 on roll; 100+ in 6th Form
Scale 1
Required for September 1987. A teacher of SCIENCE to G.C.S.E. level. Lower school courses are integrated. Specialist work in strong 'A' level groups will be available in Biology, Chemistry or Physics for suitably qualified candidate. Ability to help with Games would also be very desirable.
Applications by letter including curriculum vitae and the names of two referees should be sent as soon as possible direct to the Headmaster.
Relocation expenses may be payable. (31808) 134822

HERTFORDSHIRE
LANGLEYBURY SCHOOL
Hunton Bridge, Nr. Kings Langley WD4 8RW
Required September, Teacher of PHYSICAL SCIENCE Scale 1 + London fringe allowance £309. The school has a modular course starting in September. The ability to teach Physics or Chemistry at A level will be an advantage.
The School has modern, well equipped facilities.
Please send s.a.e. for further details to the Headmaster. (08486) 134822

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford WD1 7JF
(1050 boys, 260 in 6th form
Required September, well qualified experienced graduate to teach PHYSICS within a large and successful department, with over 100 A level candidates. Excellent facilities and opportunities, with possible developments in electronics and information technology.
Scale 1+ London fringe allowance £309 and very generous relocation allowances payable and possibility of accommodation.
Apply by letter to Headmaster giving full particulars of qualifications and interests together with the names of two referees. (43371) 134822

HOUNSLOW
ST. MARKS CATHOLIC SCHOOL
106 Bath Road, Hounslow TW3 3EJ
Tel: 01-577 3600
Head Teacher D.J. Sheath
11 - 18 + Co educational comprehensive school
SCALE 1 SCIENCE POST FOR SEPTEMBER 1987
Required for September 1987 a full time teacher of Science to join an active and successful department. An interest in developing modular Science would be an advantage. There is an opportunity to contribute to 'A' level teaching in the applicants subject specialism.
Apply in writing to the Headteacher, enclosing S.A.E. and giving the name of two referees.
London Allowance £795 per annum.
CLOSING DATE: 20TH MAY 1987.
WE ARE AN EQUAL OPPORTUNITIES EMPLOYER. (31776) 134822

ISLE OF WIGHT
COWES HIGH SCHOOL
Crossfield Avenue, Cowes, IW PO31 8HB
Age range 13-18 years
960 on roll
Group 11
Required for September 1987, a well qualified TEACHER OF SCIENCE (Scale 1) to join a large and successful Department from which the Head of Department has been seconded as LEA Advisory Teacher. Integrated and Modular courses are taught in main school and Nuffield 'A' Level courses. There could be an opportunity to teach Oxbridge Candidates. The appointment is temporary in the first instance.
Application forms available from the Headteacher at the school to whom completed forms should be returned by 22nd May, 1987. (SAE please). (37035) 134822

KENT
SEVENOAKS SCHOOL
PHYSICIST
Opportunity to join a large, well-resourced Physics Department soon to be housed in a new Science, Electronics & Computing Centre. Salary substantially above Baker.
See Independent Schools, Page 96. (31216) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM GRAMMAR SCHOOL FOR BOYS
CHEMISTRY graduate required as soon as possible to teach Chemistry to G.C.S.E. and A-level, and an integrated science curriculum in the Lower School. Opportunity to teach senior Physics or other individual interest.
Details obtainable on request.
Applications, by letter, naming two referees, to The Headmaster, Chatham Grammar School for Boys, Holcombe, Maidstone Road, Chatham, Kent ME4 6JB.
Tel: Medway (0634) 43802.

DANE COURT GRAMMAR SCHOOL
Broadstairs Road, Broadstairs, Kent CT10 2RT
BIOLOGY TEACHER - SCALE 1 (Temporary for one year)
Required for September 1987 a well qualified person to teach all aspects of Biology throughout the school. A commitment to practical and field work is essential.
Dane Court is a co-educational school of 1050 pupils (240 in the Sixth Form) housed in modern buildings in a pleasant residential district. The staff have declared their Common Rooms no-smoking areas.
Candidates should note that the checks required by the Rehabilitation of Offenders Act 1974 (Amendment Order 1986) will be applied.
Applications by letter, giving the names and addresses of two referees and enclosing a curriculum vitae, should be sent to the Readmaster by 19th May 1987.

DOVER GRAMMAR SCHOOL FOR GIRLS
Frith Road, Dover, Kent CT16 2PZ
Group 10 681 girls: 11-18
PHYSICS TEACHER, SCALE 1
Required for September 1987, a Physics graduate to teach Junior Science and Physics to 'A' Level in this selective girls' grammar school. There is a strong science department with many girls studying to 'A' Level and beyond.
Further details and application form with s.a.e. please, from the Headmistress. Closing date 18th May.

NORTH-WEST KENT AREA
ST. GEORGES CHURCH OF ENGLAND SCHOOL
Meadow Road, Gravesend, Kent DA11 7LS
A voluntary mixed all-ability 6 F.E. 11-18 school. Pupils 128 in sixth form
Headmaster Keith Blackburn
Required for September 1987 a temporary teacher of Chemistry (Scale 1) to cover a year's secondment with the possibility of a permanent appointment to follow. Chemistry is a popular subject in the school, particularly as an examination option at both GCSE and A Level. The successful applicant will be expected to teach to GCSE level, as well as contributing to lower school Combined Science.
Apply in writing to the Headmaster giving names, addresses and telephone numbers of 2 referees.

SOUTH KENT AREA
WYNDGATE SECONDARY SCHOOL
Park Farm Road, Folkestone, Kent
Science teacher required, Scale 1.
The developments in Science and Technology are creating an exciting learning experience for the pupils. We are looking for someone who is enthusiastic and keen to be involved.
Please contact the school without delay. Tel: Folkestone [illegible] (37309) 134822

KENT
CRANBOOK SCHOOL
Kent
For September 1987, a well-qualified teacher of Biology, to teach throughout the school in this 13-18 co-educational, academic Upper School with 300 boarders and 300 in the Six Form. Plenty of opportunity for specialist work in Biology and Social Biology to 'A' and 'S' Levels. Possibility of free board and accommodation in exchange for boarding tutorial duties, and a willingness to join in our extensive sports and full programme of extra-curricular activities would be very welcome. Closing date 23rd May.
Further details and application form from the Headmaster's Secretary, Cranbrook School, Cranbrook, Kent TN17 3JD. (31692) 134822

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
RICHARD CHALLONER SCHOOL
Manor Drive North, New Malden, Surrey KT3 5PE
Tel: 01-330 5947
No. on Roll: 611 (Boys 11 - 18 years)
A qualified teacher of Science is required to cover for maternity leave (temporary Scale 1 vacancy) at this Roman Catholic boys' secondary school.
The contract will be inevitably for one term as from September 1987, with the probability of renewal.
Scale 1 post. London Allowance £795.
There will be opportunities to teach General Science to all levels of ability in the Lower School and advantage would be taken of any expertise in Physics, Chemistry or Biology. Ability to offer some Mathematics or another secondary subject would be welcome.
Application forms are available from the Headmaster, to be returned within 2 weeks from the date of this advertisement.
An Equal Opportunities Employer. (43269) 134822

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION SERVICES
HONLEY HIGH SCHOOL
Station Road, Honley, Huddersfield HD7 2QJ
Ref: 1838
Required from September, 1987, for one year only a temporary SCALE 1 teacher of BIOLOGY to teach the subject throughout this 11-18 mixed comprehensive school.
A level work is available for a suitably qualified candidate.
The post is temporary to cover the secondment of a permanent member of staff.
Application forms and further details from the Headteacher at the school to whom completed applications should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy full details of which will be sent to all applicants. (31941) 134822

LIVERPOOL
EDUCATION DEPARTMENT
ASSISTANT FOR PHYSICS Scale 1/2
ST. FRANCIS XAVIER'S R.C. HIGH SCHOOL
Beaconsfield Road, Liverpool L25 6EG
Required for September 1987: a suitably qualified person to teach to GCSE. A strong emphasis will be given to years 3-5. A Scale 2 post is available for an experienced applicant.
Appliction forms obtainable from (send SAE) the Head Teacher. Please quote ref. no. P & M 334(b). To be returned by 18 May 1987.
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (31589) 134822

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
GSA - 810 girls
Required for September 1987, well qualified Chemistry graduate on a part-time basis.
Please see Independent section for full details.
(31138) 134822

LONDON SW11
EMANUEL SCHOOL
Please see our advertisement under Independent Schools. (03329) 134822

LONDON
LATYMER UPPER SCHOOL
(Independent, HMC, 1000 boys)
Required for September 1987, a graduate to teach PHYSICS throughout the school to GCSE and 'A' Level.
Salary Burnham on a scale appropriate to experience, plus Latymer and Inner London Allowances. Bachelor accommodation might be available during term time, if required.
Further details may be obtained from the Headmaster, Latymer Upper School, King Street, London W6 9LR, to whom applications should be made, including full curriculum vitae and the names of two referees. (37460) 134822

MERTON
URSULINE HIGH SCHOOL
15 The Downs Wimbledon, London SW20 8HD
Girls' Roman Catholic Comprehensive High School, 13+ - 18+ (8f.e.). 870 on roll, 200 in the 6th Form
Required September, teacher of CHEMISTRY, to teach Chemistry throughout the school to A Level. Scale post available for suitable applicant.
This post is temporary for one year.
Applications to the Head teacher with names and addresses of two referees and s.a.e. for acknowledgement. (05373) 134822

NORTHUMBERLAND
KING EDWARD VI SCHOOL
West Cottingwood, Morpeth NE61 1DN
Group 13 13-18 Voluntary Controlled Comp. of 1230 pupils inc. 270 in Sixth Form
CHEMISTRY TEACHER (Scale 1)
Required from Sept. 1987 Ability to teach to 'A' level. An interest/experience in Integrated Science to GCSE advantageous.
Removal expenses and lodging allowance may be available.
For application forms and further details send a foolscap s.a.e. to the above address, to be returned within 14 days of advertisement. (31738) 134822

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
BREEZEHILL SCHOOL
Roxbury Avenue, Oldham
PHYSICS TEACHER - Scale 1
Required for September 1987.
Please apply by letter to the Head at the school including full cv and names and addresses of 2 referees by 15th May.
An Equal Opportunity Employer.
Assistance with Local Authority Housing Available. (31786) 134822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
LOXFORD HIGH SCHOOL
Loxford Lane, Ilford. Essex IG1 2UT
Tel: 553 2424/3838
Headteacher: Mr J. Barrow, B.D.
Required for: September 1987:
Teacher of Science (Scale 1) for this 11-18 co-educational, multicultural comprehensive school.
Applications are welcome from graduates of any of the Sciences. The candidates must be qualified to teach up to and including 'A' level. The G.C.S.E. course is based on LEAG's 'Modular Science' course.
Interested applicants should telephone the Headteacher at the School in the first instance for further details.
Applications as soon as possible by letter with full c.v. together with names addresses and telephone numbers of 2 professional referees.
Removal and relocation expenses (up to £3,850) are payable in approved cases.
London Weighting (£795). (31946) 134822

ROTHERHAM
METROPOLITAN BOROUGH
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
OAKWOOD COMPREHENSIVE SCHOOL
11-16 mixed. Approx. 1112 on roll
Required for September, 1987.
ASSISTANT TEACHER - SCALE 1.
Required for Chemistry to G.C.S.E. The successful candidate should be adaptable and keen to participate in new developments including integrated science in a strong and successful Science Department.
Closing Date: 22nd May, 1987.
Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Moorgate Road, Rotherham S60 2UE. Tel: Rotherham 375664 from whom further particulars are available. [illegible] (43666)

SECONDARY SCIENCE
continued

SHROPSHIRE
BURTON BOROUGH SCHOOL
Audley Avenue, Newport, Shropshire TF10 7DS
Tel: Telford 810565
11-16 mixed comprehensive school
Required for September, temporary, Full-time Scale 1 Teacher of Chemistry.
Suffolk Co-ordinated Science is taught to all pupils from 3rd year onwards.
Application forms and details from the Head (SAE required). (31321) 134822

SHROPSHIRE
STIRCHLEY UPPER SCHOOL
District Centre, Stirchley, Telford, Shropshire TF3 1FA
Tel: Telford 695511
13-18 mixed comprehensive school
Requires for September 1987, Temporary, Full-time Scale 1 Teacher of Science possibly with Maths, temporary in the first instance.
Application forms and details from the Head. (SAE required). (31320) 134822

SHROPSHIRE
THE GRANGE SCHOOL
Worcester Road, Shrewsbury, Shropshire SY1 3LB
Tel: Shrewsbury 58493
11-16 Mixed Comprehensive School
Required for September 1987, Temporary, Full-time Scale 1 Teacher of Science to teach Biology and Science to GCSE level. There will be some lower school Science, Temporary for one year in the first instance.
Application forms and details from the Head (SAE required). (43504) 134822

SHROPSHIRE
PHOENIX SCHOOL
Manor Road, Dawley, Telford, Shropshire TF4 3DZ
Tel: Telford 591531
11-18 mixed comprehensive school
Required for September 1987, Permanent, Full-time Scale 1 Teacher of Science. A well qualified teacher to join a team of 9 specialists. Person appointed must be able to teach integrated science and GCSE modular science in year 4. Based on Science at work scheme. Physics to GCSE an advantage.
Application forms and details from the Head (SAE required). (04899) 134822

SHROPSHIRE
BRIDGNORTH OLDBURY WELLS SCHOOL
Bridgnorth, Shropshire WV16 6JD
Tel: Bridgnorth 5454
11-18 mixed comprehensive school
Required for September 1987, permanent full-time Scale 1 teacher of Chemistry, 'A' level work available for suitable candidate.
Application forms and details from the Head (SAE required). (37054) 134822

SHROPSHIRE
SIR JOHN TALBOT'S SCHOOL
Heath Road, Whitchurch, Shropshire SY13 3JH
Tel: Whitchurch 3439
11-18 mixed comprehensive school
Required for September 1987, Temporary, Full-time Scale 1 Teacher for General Science able to teach Chemistry to GCSE level, temporary for one year in the first instance.
Application forms and details from the Head (SAE required). (37055) 134822

SUFFOLK
COUNTY COUNCIL
COPLESTON HIGH SCHOOL
Copleston Road, Ipswich IP4 5HD
11-16 Mixed Comprehensive, roll 1350
Required for September 1987 a teacher of Science (Physical Science preferred), to join a committed and lively department in the process of changing to a co-ordinated Science approach.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees, enclosing s.a.e. [illegible] details [illegible] 134822

STAFFORDSHIRE
EDUCATION COMMITTEE
MADELEY HIGH SCHOOL
Newcastle Road, Madeley, Near Crewe CW3 9JJ
Required for September, 1987, a teacher of PHYSICAL SCIENCE (Scale 1) for this expanding rural 11-16 Comprehensive. Modular Science is taught throughout the school. An interest in Electronics is essential.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

ENDON HIGH SCHOOL
Leek Road, Endon, Stoke-on-Trent ST9 9EE
(11-16 Comprehensive)
A teacher of CHEMISTRY and GENERAL SCIENCE (Scale 1) is required for September, 1987 to join a successful and progressive Science Department. General Science is taught in years 1 and 2 and at both G.C.S.E. and non-examination level in the Upper School. Chemistry is taught to G.C.S.E. level.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

TRENTHAM HIGH SCHOOL
Allerton Road, Trentham, Stoke-on-Trent ST4 8PQ
Required from September, 1987 at this 11-16 Comprehensive School, a well qualified SCIENCE Graduate to teach Chemistry and Physics up to G.C.S.E. level and Combined Science in the Lower School (Scale 1).
Application forms obtainable from and returnable to the Head Teacher (s.a.e.).

PAULET SCHOOL
Stanton Road, Stapenhill, Burton upon Trent DE15 9RT
Required for September, 1987 Scale 1 teacher of PHYSICS and MATHEMATICS. Applications welcome from either physicists or Mathematicians.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (43383) 134822

SURREY
EDUCATION COMMITTEE
SUNBURY MANOR SCHOOL
Nursery Road, Sunbury, Middlesex
Mixed Comp. 12-16 685 on roll
Required for September 1987 a teacher of BIOLOGY, Scale 1. An interest in cross curricular work an advantage. Applications from newly qualified teachers welcomed. Applications in the first instance by letter with C.V. to the Headteacher or telephone the school for further details: Sunbury 784958.
Closing date: 18th May 1987. (43256) 134822

SUTTON
LONDON BOROUGH OF SUTTON
NONSUCH HIGH SCHOOL FOR GIRLS
Ewell Road, Cheam SM3 8AB
Tel: 01-394 1308
BIOLOGY - Scale 1
Required for September 1987, a good honours graduate to share in the teaching of biology to 'A' level and some junior physics and/or chemistry. There are nine biology and social biology groups in the Sixth Form, in this selective grammar school. Biology is a popular choice fo GCSE.
The successful applicant will have a lively interest in new developments and a willingness to be involved fully in the life of the school. Applications would be welcomed from those now completing their PGCE.
Letters of application with c.v. and names and addresses of two referees, as soon as possible to the Headteacher. Closing date: 15th May, 1987. (31889) 134822

WALSALL
QUEEN MARY'S GRAMMAR SCHOOL
Walsall
(Voluntary Aided Selective: 660 Boys; 190 in Sixth Form)
Required for September, 1987: Scale 1 Teacher of Chemistry to join a very strong department. Ability to help with Biology, Maths or 1st year combined Science a recommendation. Sixth form work available for suitable candidate.
Written applications naming two referees to: The Headmaster, Queen Mary's Grammar School, Sutton Rd., Walsall, West Midlands WS1 2PG.
Further details available on request. (05537) 134822

WEST SUSSEX
TEACHER OF SCIENCES
WESTERGATE COMMUNITY COLLEGE
(Group 8, mixed comprehensive)
Salary Scale 1
Required September 1987, Scale 1 Teacher of Science up to GCSE standard.
Application form and further details available from Headteacher, Westergate Community College, Ivy Lane, Westergate, Chichester, West Sussex [illegible] 134822

WEST SUSSEX
TEACHER OF BIOLOGY SCALE 1/2
WEALD COMMUNITY SCHOOL
Billingshurst
11-18 Mixed Rural Comp.
NOR: 1456
Required September 1987 a teacher of biology, Scale 1. The successful applicant will be expected to teach throughout the school. A Scale 2 post may be available for a suitably qualified/experienced applicant.
Application form and further details from the Headmaster, Weald School, Station Road, Billingshurst, West Sussex RH14 9RY. Sae please. (43287) 134822

WILTSHIRE
DEVIZES SCHOOL
(11-18 mixed comprehensive; 1350 on roll)
Headmaster: D.J.W. Williams M.A.
Required for September 1987, a well-qualified teacher of PHYSICS to teach the subject throughout the school, including a substantial proportion of A-level work (Nuffield). BALANCED SCIENCE is taught in Years 1 to 3. Applicants should be prepared to participate fully in the school's social education programme.
The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.
Further details and forms can be obtained from the Headmaster, Devizes School, The Green, (please enclose s.a.e.). Completed forms and a letter of application should be returned by Friday, May 15th 1987.
Wiltshire is an equal opportunity employer. (43334) 134822

Social Studies

Heads of Department

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
HINCHINGBROOK SCHOOL
Brampton Road, Huntingdon, Cambs.
NOR 1650
HEAD OF SOCIAL STUDIES
Scale 3
See advert under 'Economics'. (31901) 135018

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
ADVISORY TEACHER FOR SOCIAL EDUCATION
Required for September, 1987, as part of T.V.E.I. Extension plans, an experienced and enthusiastic TEACHER (Scale 4) to provide training and support for all staff involved in various aspects of Social Education development in Halesowen Extension Consortium. Person appointed will have significant experience of teaching Social Education, and will also need to be able to make a contribution to the development of counselling, residential experience and community service within the TVEI Extension. Experience in personal vocational guidance would be an advantage.
Details/Application forms from and returnable to Chief Education Officer, Westox House, 1 Trinity Road, Dudley DY1 1JB by 22nd May.
(43316) 135018

EASR SESSEX
BEACON SCHOOL
East Beeches Road, Crowborough TN6 2AS
Comprehensive mixed, 11 - 18. Roll: 1900
From September: Head of Social Studies (Scale 3) to take responsibility for integrated course in years one and two.
Relocation grants in approved cases.
Apply by letter to the Headmaster with full c.v. and names and addresses of two referees. (31793) 135018

Scale 2 Posts and above

STOCKPORT
REQUIRED FROM SEPTEMBER 1987
TEACHER - SOCIOLOGY
Scale 2
Ref 3110
BRAMHALL HIGH SCHOOL
Seal Road, Bramhall, Stockport SK7 2JT
(Tel: 061-439 8045)
A suitably qualified and experienced teacher of Sociology required to teach mainly 'A' level 6th form classes.
Application forms and further details obtainable from and returnable to the Headteacher at the school, quoting reference, by 22nd May 1987.
Stockport is an Equal Opportunities Employer. (43429) [illegible]

Scale 1 Posts

ESSEX
THE BARSTABLE SCHOOL
Timberlog Close, Basildon, SS14 1UX
Tel: (0268) 552091
(Roll 1,400)
TEACHER OF SOCIAL SCIENCE
Scale 1
Required September, teacher for Social Science Core Mode III GCSE. Possible involvement in Economics 'A' Level and TVEI industrial society.
Please send letter of application with cv and foolscap sae to Headteacher.
Area allowance.
Relocation allowances payable in approved cases.
(43361) 135022

Speech and Drama

Heads of Department

HAMPSHIRE
BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport, Hants. PO12 2QP
11-16 mixed Comprehensive - 1670 on roll
Required September 1987 - Head of Drama - Scale 3.
Application in writing with full curriculum vitae names/addresses of two educational referees to Headmaster - closing date 15th May 1987, (no forms).
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31484) 135218

KNOWSLEY
HEY COMPREHENSIVE SCHOOL
Seel Road, Huyton, Merseyside L36 6DG
(786 pupils on roll)
HEAD OF PERFORMING ARTS - SCALE 3
Required for September 1987.
To lead and co-ordinate the efforts of a group of specialist teachers in Music, Drama, and Dance. Integrated courses already established in the lower school as a basis for developing specialist option courses in the upper school. Particularly high standards have been achieved in drama with school groups doing well at a national level.
Further details available from the Headteacher (s.a.e.) to whom applications should be made by letter, including full c.v. and names of two referees to be received by Monday, 18 May 1987.
(31525) 135218

Scale 2 Posts and above

DORSET
BLANDFORD UPPER SCHOOL
Please see main advertisement under English. (43280) 135220

HAMPSHIRE
ROMSEY SCHOOL
Greatbridge Road, Romsey SO5 8ZB
11-16 comp mixed. N.O.R. 1094
Head of Drama (Scale 2). Thriving Department with Theatre Arts Courses at examination level. Successful candidate must be able to teach English to all ages and ability groups to 16+
Letter of application with full curriculum vitae, names and addresses of two educational referees and stamped addressed envelopes to the Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31668) 135220

HAVERING
LONDON BOROUGH OF HAVERING
HAROLD HILL COMMUNITY SCHOOL
Appleby Drive, Romford RM3 7SJ
Tel: Ingrebourne 71331
(Roll 1,216 Mixed Comprehensive)
Headteacher: Mr Maier
HEAD OF DRAMA Scale 3
Required September 1987 to take responsibility for teaching the subject in this 11-16 split-site community comprehensive School and for the development of that subject as a focus for community education.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher from whom further details are available.
(43346) 135220

Scale 1 Posts

GLOUCESTERSHIRE
Please see display advertisement on Page 83.
(00196) 135222

MERTON
URSULINE HIGH SCHOOL
15 The Downs Wimbledon, London SW20 8HD
Girls' Roman Catholic Comprehensive High School, 13+ - 18+ (8f.e.). 870 on roll, 200 in the 6th Form.
Required September, temporary teacher of DRAMA to teach Drama throughout the school to A level.
This post is for one year for a teacher on secondment.
Applications to the Headteacher with names and addresses of two referees and s.a.e. for acknowledgement. (05371) 135222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH-WEST KENT AREA
ST. GEORGES CHURCH OF ENGLAND SCHOOL
Meadow Road, Gravesend, Kent DA11 7LS
A voluntary mixed all ability 6 F-E. 11-18 school. Pupils 128 in sixth form
Headmaster Keith Blackburn
Required for September 1987 a teacher of Drama (scale 1) to join a lively and popular department. Pupils are prepared for GCSE and A level exams, and the department mounts a number of productions in the course of the year. The ability to contribute some English or Personal and Social Education would be an advantage.
Apply in writing to the Headmaster giving names and addresses and telephone numbers of 2 referees. Possibility of help with temporary housing in approved cases.
(43500) 135222

OXFORDSHRIE
COUNTY COUNCIL
BANBURY SCHOOL
Ruskin Road, Banbury OX16 9HY
Tel: 0295 51451
Mixed 11-18 Comprehensive
Required for September, full-time teacher of DANCE (Scale 1) to join the Expressive Arts Faculty (Music, Art, Dance, Drama); ability to offer one of the faculty subjects, and especially Drama, as a second subject is essential.
The person appointed will also be required to act as a TUTOR within the pastoral system.
Further details from the Principal on receipt of SAE. Closing date a fortnight after this advertisement.
An Equal Opportunity Employer. (31560) 135222

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex
12-16 Mixed Comp. ENOR 1176
A scale 1 teacher tutor of DANCE/DRAMA is required from September 1987 for this newly recognised Secondary school due to open in September 1987. Further details and application forms from the Headteacher: Tel: Ashford 243824.
(43242) 135222

WALSALL
METROPOLITAN BOROUGH COUNCIL
GAZEBO THEATRE IN EDUCATION COMPANY
TEACHER/ACTOR Scale 1
Walsall Education Committee is seeking to appoint two Teacher/Actors from 1st September 1987, to work with Gazebo Theatre in Education Company, which provides a free T.I.E. Service to schools in the Boroughs of Walsall and Wolverhampton. The successful candidates will be seconded to work under the Artistic Director of the Company.
The salary is Burnham Scale 1 or equivalent and whilst a teaching qualification is not essential it would be preferred.
Applications should be made in writing to the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1TP, no later than Wednesday, 20th May, 1987.
Walsall is an Equal Opportunity Employer. (31691) 135222

Technology

Heads of Department

BROMLEY
CATOR PARK SCHOOL FOR GIRLS
Lennard Road, Beckenham, Kent BR3 1QR
Tel: 01-778 5917
For September 1987, HEAD OF TECHNOLOGY, SCALE 3. Applications are invited from suitably qualified and experienced teachers. Technology is taught in years 1 - 3 and a Modular Technology course is offered at GCSE Level.
Details/application forms from and returnable to the Headteacher (large SAE please) by 19th May 1987. (31467) 135618

Scale 1 Posts

WILTSHIRE
SHELDON SCHOOL
Hardenhuish Lane, Chippenham, Wiltshire SN14 6HJ
Tel: Chippenham (0249) 651216
Co-educational, 11-18 Comprehensive. NOR: 1030, Sixth Form: 100
Required for September 1987, a Scale 1 Teacher of TECHNOLOGY to work within the Faculty of SCIENCE AND TECHNOLOGY and to join a team of 16 full time teachers, offering an existing and innovatory programme of project, control and modular technology as well as a range of science courses.
Sheldon is a Wiltshire TVEI pilot school and was a Curriculum Award winner in 1984.
Application form and further details are available from the Headteacher on receipt of SAE (8¼" by 4" minimum). Applications from new entrants to teaching will be welcome.
Closing date: Wednesday, 20th May, 1987.
An Equal Opportunities Employer. (31729) 135522

Other than by Subject Classification

Heads of Department

EAST SUSSEX
HELENSWOOD SCHOOL
The Ridge, Hastings TN34 2AF
Girls Comprehensive 11-18. Roll: 1100
For September: Head of Department (Pre Vocational Courses) - Scale 3. Suitably experienced teacher to take charge of BTEC/City & Guilds and CPVE in the Upper School. Ability to lead a diverse team essential.
Relocation grants in approved cases.
Apply to Headmistress with full c.v. and names and addresses of two referees. Further details available (see please). Closing date: May 15th. (43295) 135618

HEREFORD & WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
ADVISORY TEACHERS TEAM
Arising out of recent developments under GRIST and anticipating changes under TVEI Extension the LEA is establishing a team of Advisory Teachers. To add to a limited number of existing posts the following vacancies are available from 1st September, 1987.
Post 1. Home Economics
2. Craft, Design & Technology
3. Craft, Design & Technology
4. Applied Science
5. Drama
6. Physical Education - including a particular interest in Dance
7. Physical Education - including a particular interest in Outdoor Pursuits
8. Health Education
9. Business Studies
10. Modern Languages
The posts are permanent and full time and applications are sought from teachers with sound recent experience and a lively enthusiastic approach to education.
The salary will normally be on Senior Teacher Scale.
Application forms etc., can be obtained from the County Education Officer, (SSW/GJ1), County Education Office, Castle Street, Worcester WR1 3AG. (A foolscap stamped addressed envelope is required). Closing date 18th May, 1987. (43445) 135618

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SCHOOL
Weelsby Avenue, Grimsby DN32 0AZ
Required for September 1987: HEAD OF YEAR, SCALE 4.
An energetic and experienced teacher is required to fill this key role in the school's pastoral and academic structure. Year heads move with their cohort; the vacancy will be for head of fifth year in September 1987.
A teaching commitment of around 70% will be required. Applicants from any subject area are welcome, but preference will be given in the first place to those who have good experience in developing and/or delivering a personal and social development programme.
Letters of application, including a full curriculum vitae and the names and addresses of two referees, should be forwarded to the Head Teacher at the school by 15th May 1987. (31660) 135618

SECONDARY OTHER THAN BY SUBJECT

continued

Scale 2 Posts and above

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
EDUCATION SERVICE FOR TRAVELLING CHILDREN
FAIRFAX SCHOOL
Flockton Road, Bradford BD4 7RJ
Do you enjoy a challenge? Would you like to work in a supportive team on a new exciting project. If so, apply for the post of teacher with Bradfords Team for Travelling Children.
Three permanent Scale 3 teachers are required to provide support for the educational needs of Travelling Children both within mainstream education and at the Education Centre for Traveling Children in September 1987. The posts are for the under 9-13, 13+ age range. Casual user car allowance is available.
Application forms and further details about the above posts may be obtained from the Director of Personnel Office, 4th Floor, Provincial House, Bradford BD1 1NP, to whom completed should be returned by 20 May 1987.
Reference ET 49587/TES.
Bradford is an equal opportunities employer and welcomes applications form candidates of any race, sex, age or disability, unless otherwise stated. (31731) 135620

ENFIELD
LONDON BOROUGH OF ENFIELD
OFF-SITE UNIT FOR PUPILS WITH EMOTIONAL DIFFICULTIES
We are opening a new Unit for 12 pupils (14+ years) who are disaffected with school and who have disrupted the education of themselves and others in their mainstream schools.
The Head of Unit has been appointed and we now wish to appoint two further teachers to work in the Unit. If you have the empathy and skill to motivate these difficult pupils through an imaginative, realistic and relevant curriculum we would welcome an application from you. 1 post is at Scale 3 and 1 at Scale 2.
London Allowance £795.
Application forms and details obtainable from, and to be returned to the Education Department, Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, as soon as possible.
An equal opportunity employer. (37028) 135620

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR GIRLS
DANCE TEACHER
See adv. under PE Scale 2. (43499) 135620

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL STUDIES
ADVISOTY TEACHER FOR 'EDUCATION FOR ALL'
SCALE 4
Ref 1834
Teacher to have overall responsibility for four teams working in the Primary and Secondary sectors with a specific responsibility for one of the teams. The team consists of a curriculum development team in the area of 'Education for All' and two primary and one secondary team working in schools to assist in the development of 'Education for All'.
CURRICULUM DEVELOPMENT TEAM FOR 'EDUCATION FOR ALL'
Ref 1840
A teacher SCALE 3 required to lead a Curriculum Development team of six teachers to develop materials for the teaching of English as a second language and for multicultural education.
2 PRIMARY ADVISORY TEAM LEADERS FOR 'EDUCATION FOR ALL'
Ref 1841
2 teachers SCALE 3 required to lead a team of three teachers to promote and develop 'Education for All' in primary schools.
All the above posts are available from September 1987 or as soon as possible thereafter.
Application forms (s.a.f.e. please) available from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be sent to all applicants. (37333) 135620

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
AYLSHAM HIGH SCHOOL
Sir Williams Lane,
Aylsham, Norfolk NR11 6AN
Group 9 NOR 11/12/16 All Ability Mixed
Required from September 1987 Teacher in Charge of Modular Education with particular emphasis on pre-vocational Education, Scale 2.
Applications by letter including full c.v. to the Head Teacher by 15th May, 1987. (31643) 135620

NORTH TYNESIDE
COUNCIL
EDUCATION COMMITTEE
EXTENSION OF T.V.E.I.
Required for 1st September 1987.
Scale 3 ENTERPRISE TUTOR who will be involved in setting up and managing the Simulated Work Experience Unit to be established under the proposals for the Extension of T.V.E.I. It will involve students in the 14-18 age range.
A specific subject background is not sought for this post - of more importance is the ability of the applicants to manage this development and to handle experiential learning situations. An occasional car user allowance is available.
Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, and should be returned to the T.V.E.I. Project Co-ordinator, T.V.E.I. Centre, Queen Victoria Training Centre, Coach Lane, North Shields NE29 0EL to arrive no later than Monday, 18th May 1987.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (37092) 135620

NORTHAMPTONSHIRE
COUNTY EDUCATION DEPARTMENT
CORBY/KETTERING JUVENILE LIAISON BUREAU
TEACHER SCALE 3
Required on additional experienced TEACHER (0.5) for the Bureau from September 1987 or earlier if possible.
As the nature of the post is somewhat different from that of most teaching positions, potential applicants may wish to have an informal discussion with the Bureau teacher, Rita Earl (Tel: Corby 65935) before deciding to apply.
Part-time secondment can be considered. NJC (Local Government) Conditions of Service will apply.
Application forms and further details available from County Education Officer (Ref: DL), Northampton House, Northampton NN1 2HX - SAE please.
Closing date two weeks after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (43400) 135620

Scale 1 Posts

BROMLEY
THE WALSINGHAM SCHOOL
Chippenfield Road, St. Pauls Cray, Orpington, Kent BR5 2QR
Tel: 01-300 1258
Co-ed comprehensive 11-18. 600 on roll
Required for the Summer Term 1987, a full or part-time teacher for GENERAL SUBJECTS.
Applications to include Curriculum Vitae and names, addresses and telephone numbers of two referees to the Headteacher by 15th May, 1987. (04862) 135622

HAMPSHIRE
WESTGATE SCHOOL
Cheriton Road, Winchester SO22 5JJ
11-16 comp mixed N.O.R. 769
Ability to offer any 2:- Music, Drama, Geography and Business Studies possibility of Scale 2 post for suitable candidate.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31667) 135622

'I CAN'
INVALID CHILDREN'S AID NATIONWIDE
JOHN HORNIMAN SCHOOL, PARK ROAD, WORTHING, WEST SUSSEX
Applications are invited for the
HEADSHIP of John Horniman School on the retirement of the present Head in September 1987.
This well established special school provides for 30 children (boarders and day pupils) 5–9 years old with severe speech and specific language disorders. There is also a Day Unit for up to 16 children 2–5 years. The successful applicant will be expected to make use of the extensive knowledge gained within ICAN of this particular field of education and to encourage continued development of the specialised curriculum devised and used at the school. Preferably candidates should have had experience in boarding school organisation. The post can be non-resident.
Salary for Group 4(S) school plus Headship allowance. Teachers' Superannuation.
Application forms and further details (s.a.e. please) from the Personnel Administrator, ICAN, Allen Graham House, 198 City Road, London EC1V 2PH.
Closing date for return of applications 22.5.87. (13408)

THE SOUTHERN EDUCATION AND LIBRARY BOARD
TEACHING VACANCY
SENIOR POST – SPECIAL SCHOOL
FALLOWFIELD SPECIAL SCHOOL
LOUGH ROAD
LURGAN
CRAIGAVON BT66 6LX
Tel: 22127
PRINCIPAL
Applications are invited for the post of resident Principal Teacher of this Group 3S special school which provides education for boys with behavioural and/or emotional difficulties in the age range 9–16 years. The school which serves all of Northern Ireland has an approved enrolment of 22 boys, 19 of whom are resident.
There is a bungalow provided for the resident Principal Teacher in the school grounds.
Application forms for this post are available at the Board's Headquarters or on receipt of a stamped addressed foolscap envelope from the Chief Officer, The Southern Education and Library Board, 3 Charlemont Place, The Mall, Armagh, Northern Ireland BT61 9AX to whom completed forms should be returned to arrive not later than 4.00 pm on Wednesday 27 [illegible]

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
JOHN LEGGOTT COLLEGE
West Common Lane,
Scunthorpe, South Humberside DN17 1DS
Principal: Mr K.J.B. Constable
No. on Roll: 850
A QUALIFIED GRADUATE TEACHER (Scale 1) is required in September, 1987 to teach SOCIOLOGY.
Please refer to advertisement: Sixth Form Colleges, Scale 1 Posts. (31663) 135622

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
RICHARD CHALLONER SCHOOL
Manor Drive North, New Malden, Surrey KT3 5PE
Tel: 01-330 5947
No. on Roll: 611 (Boys 11 - 18 years)
A qualified full-time teacher is required from September 1987, to undertake responsibility for the School Library and to develop a resource centre.
It is envisaged that this would involve approximately half of the time tabled commitment, the other half being devoted to teaching in the successful candidate's subject areas.
An ability to offer History to G.C.S.E. level would be very welcome, but not essential.
Applications are also invited from students in their final year at College and candidates will be welcome to visit the School informally.
Scale 1 post. London Allowance £795.
The School caters for Roman Catholic boys across the full ability range and operates a mixed 6th form, federated with the local Convent school.
Application forms are available from the Headmaster, to be returned within 2 weeks from the date of this advertisement.
An Equal Opportunities Employer. (43270) 135622

OXFORDSHIRE
BANBURY SCHOOL
See under Drama Scale 1. (31561) 135622

Sixth Form Colleges

Heads of Department

HAMPSHIRE
GOSPORT SIXTH FORM COLLEGE
This is a new Sixth Form College, which is due to open in September 1987, following the reorganisation of Secondary Education (11-19) in Gosport. There will be three 11-16 Secondary Comprehensive schools and a Sixth Form College.
Required September 1987 - Scale 3 HEAD OF CRAFT, DESIGN & TECHNOLOGY.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to the Principal, Gosport Sixth Form College, C/o St. Vincent School, Mill Lane, Gosport, Hants. PO12 4QA, as soon as possible.
Further details obtainable on receipt of an s.a.e.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (31677) 140018

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HUDDERSFIELD NEW COLLEGE
New Hey Road, Salendine Nook, Huddersfield HD7 4GL
Ref: 1839
Required for September, 1987 HEAD OF CHEMISTRY AND SENIOR TUTOR SCALE 4.
Applications are invited from well qualified and experienced teachers for this demanding post which combines the leadership of a large academic department with important pastoral responsibilities. J.M.B., Nuffield and Applied Chemistry are offered at A level and G.C.S.E. commences in September. The department contribute to the College's General Studies and Activities Programme.
Telephone enquiries are welcome (Huddersfield: 652341).
Application forms and further details from the Principal at the above College to whom completed forms should be returned within 14 days of this advertisement.
GREENLAND COLLEGE
Greenhead Road, Huddersfield HD1 4ES
Ref: 1843
Required from September, 1987 for one year only temporary HEAD OF COMPUTER STUDIES to teach A level and GCSE Computer Studies and promote Computing and Information Technology across the curriculum in this Sixth Form College (560 students on roll).
The post is temporary to cover the secondment of the permanent post holder.
Application forms and further details (Tel: Huddersfield 512661) from the Principal at the College to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities Policy full details of which will be supplied to all applicants. (31935) 140018

Scale 1 Posts

WEST MIDLANDS
SOLIHULL SIXTH FORM COLLEGE
Widney Manor Road, Solihull, West Midlands B91 3JG
Required from 1st September, Teacher of RUSSIAN to 'A' level with some French. Temporary post in first instance for two terms to cover maternity leave.
Please apply directly by letter, enclosing a c.v. and the names of two referees, as soon as possible to the Principal at the College, from whom further details may be obtained. (31564) 140022

SURREY COUNTY COUNCIL
* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.
HEADSHIP
ST NICHOLAS SCHOOL,
118 London Rd, Redhill
NOR — 100 residential and 20 day pupils
RESIDENTIAL HEADTEACHER required January 1988, or earlier if possible, for this Group 5(S) residential special school for boys aged 10-16 years with learning difficulties.
Salary scale: £15,327 - £16,782 pa
plus £3,810 organisational and supervisory duties allowance
plus £1,684 resident Headteacher's allowance
Appointee will be required to be resident for the better performance of duties.
Application form and further details from the County Education Officer, (ref. TP/PEB), County Hall, Kingston-upon-Thames, KT1 2DJ. Closing date 22 May 1987. (16671)

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
JOHN LEGGOTT COLLEGE
West Common Lane,
Scunthorpe, South Humberside DN17 1DS
Principal: Mr K.J.B. Constable
No on Roll: 850
A QUALIFIED GRADUATE TEACHER (Scale 1) is required in September, 1987 to teach SOCIOLOGY.
The work involves teaching of Sociology to A-Level and it is hoped that the person appointed will make a contribution to the General Studies Programme within the College and the life of the College in a general way. The successful candidate will be expected to share in the tutorial work of the College.
Application forms and further details may be obtained from the Principal at the College (f.s.a.e. please), to whom completed forms should be returned not later than 25th May, 1987.
Humberside County Council working towards equal opportunities. (31662) 140022

SOMERSET
COUNTY COUNCIL
YEOVIL COLLEGE
Yeovil
1. LECTURER II IN CATERING
2. LECTURER II IN MOTOR VEHICLES STUDIES
3. LECTURER I IN NNEB
For further information please see under the Further Education section. (31835) 140022

SURREY
FARNHAM COLLEGE
Morley Road, Farnham
Voluntary Controlled Sixth Form College - 530 students
HISTORY graduate for September to teach mainly A-level and Oxbridge Entry. Outer London Fringe Allowance.
Further details from the Principal. Tel: (0252) 716988 (31174) 140022

SURREY
EDUCATION COMMITTEE
ESHER COLLEGE
Weston Green Road, Thames Ditton, Surrey. KT7 0JB
Mixed Open-Access sixth Form College - 750 students
Required for September 1987 for one term only to cover a period of maternity leave, a part-time (60/100ths) teacher of Chemistry to A level.
For further details and application forms please contact The Principal. Tel: 01-398 0291. (43264) 140022

Special Education

Deputy Headships Second Masters/Mistresses

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
GRANGE PARK SCHOOL
Birling Road, Leybourne.
Maidstone, Kent
DEPUTY HEAD TEACHER required Sept 87 (or asap) for this Group 4(s) school for young people aged 16-19 with severe or moderate learning difficulties.
Applications with cv and two referees to Head Teacher. (SAE please). (37205) 140022

Lancashire County Council
An Equal Opportunities Employer welcoming applications from all sections of the community.
SECOND DEPUTY HEAD
Salary: RCCO 7 £11,271-£12,297 per annum
Required for Poplar Bank House, Derby Road, Huyton L36 9US.
Must be professionally qualified and experienced.
Poplar Bank House, an adapted Victorian house set in spacious grounds, is situated in Huyton on the outskirts of Liverpool within easy reach of the M62 and M6 Motorways.
Poplar Bank provides accommodation for 15 emotionally disturbed girls between the ages of 14 and 17 years who in some cases are employed or attending courses external to the establishment.
The Second Deputy is responsible to the Headmistress for education in the establishment and for particular areas of school adminstration.
Intending applicants are welcome to visit the school by arrangement with the Headmistress, Miss S.L. Smith, telephone 051-489 1072.
Accommodation may be available for a single person at a rental to be assessed.
Application forms from the Director of Social Services, Social Services Headquarters, East Cliff County Offices, Preston PR1 3EA. Tel: Preston (0772) 264257. Ref: B2/KA/HQE.
Closing date: 22nd May, 1987. (16663)

SPECIAL DEPUTY HEADSHIPS

continued

BEDFORDSHIRE
EDUCATION
LADY ZIA WERNHER SCHOOL
Ashcroft Road, Luton
Required for September 1987, a Deputy Head, group 4 (S), having proven experience and qualifications for this position in a school for physically handicapped pupils.
Further details available (S.A.E. please) from the Chief Education Officer, (reference 89/59T1), County Hall, Bedford.
Closing date: 22nd May 1987.
Bedfordshire is an Equal Opportunities Employer. (31906) 160012

HERTFORDSHIRE
BRANDLES CLOSE SCHOOL
Weston Way, Baldock, Herts. SG7 6EY
Tel: Baldock (0462) 892189
Head: Mr. A.G. Holloway
DEPUTY HEADTEACHER Group 6 (S) required for September 1987. The school provides for the special educational needs of secondary aged children with moderate learning difficulties in North Hertfordshire. Applicants should have an advanced qualification relating to Special Educational Needs Provision. Hertfordshire offer a generous relocation pack.
Further details and application forms are available from the Headteacher. (43303) 160012

Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
Beaconsfield/Chiltern Area
IVER HEATH COUNTY MIDDLE SCHOOL
St Margaret's Close, Iver Heath
Headmaster: John Underwood
Tel: Iver 651382
Applications are invited from suitably qualified teachers for the post of head of Department for children with Moderate Learning Difficulties (Scale 3). In addition, the successful candidate will also be expected to teach and play a supporting role within the school in a co-operative teaching situation. The post becomes available due to the promotion to Deputy Headteacher of the present holder.
Application forms available from the Education Officer, Council Offices, King George V Road, Amersham HP6 5BY
Closing date 18th May 1987. (31851) 160018

Scale 2 Posts and above

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1987
SERVICE FOR CHILDREN WITH EMOTIONAL/BEHAVIOURAL DIFFICULTIES
One Teacher Scale 4 (to be teacher in charge of primary centre)
Three Teachers Scale 2
Three Teachers Scale 1
to provide support and guidance to ordinary schools
The Council has approved a scheme involving the establishment of a network of Tutorial Centres (1 primary on-site, 2 Secondary on-site and 1 secondary off-site) to provide support to ordinary schools experiencing problems with the management of pupils with emotional/behavioural difficulties. The Primary Centre and off-site Secondary Centre are due to open in the new year. During the Autumn Term a pioneer service will be based in the Haynes School but the teachers appointed will be regarded as members of the new Tutorial Service.
These are permanent appointments offering a variety of experience and on-going challenge. As the Service develops, more senior posts will become available.
Removal expenses and separation allowances available.
Further details and application forms (s.a.e. please) available from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL by 20th May, 1987. (31434) 160020

BARNET
LONDON BOROUGH
SPECIALIST REMEDIAL SERVICE
Required September 1987.
Four Scale 2 teachers for specific learning difficulties, to join the Borough's Specialist Remedial Service.
Applicants will need to be appropriately qualified and experienced.
Removal expenses and separation allowances available.
Informal telephone enquiries may be made to Miss M.M. O'Flynn, Principal Educational Psychologist, 01-851 1044.
Application forms and further details (s.a.e. please) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL by 20th May, 1987. (31580) 160020

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER 1987
ADVISORY TEACHER FOR VISUALLY IMPAIRED PUPILS
An experienced and qualified teacher of visually impaired pupils. Scale 3 (or 4 for a particularly well qualified and experienced candidate).
The successful candidate will provide advice and support to schools, children with visual handicaps aged preschool to nineteen and their parents, throughout the borough.
Car mileage claims will be reimbursed at casual user rates.
Removal expenses and separation allowances available.
Application forms and further details available from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL by 20th May, 1987. (31436) 160020

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunities Employer
Beaconsfield/Chiltern Area
Beaconsfield/Chiltern Area
Education Department
Council Offices
King George V Road,
Amersham, Bucks HP5 5BY
SECONDARY Support Teacher required September 1987. Candidate should be able to support to pupils with moderate learning difficulties in mainstream secondary schools.
Application form and further details from the Education Officer at the above address on receipt of stamped addressed envelope.
Closing date: 18th May 1987. (31855) 160020

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
ASSESSMENT AND LEARNING SUPPORT SERVICE (ALSS)
Ref. EDH/1267
Required from August 1987 two qualified TEACHERS OF THE DEAF (scale 3) to work within the Hearing Impaired Service in identified mainstream secondary schools.
Ref. EDJ/1266. Required from August 1987 one qualified TEACHER OF THE VISUALLY IMPAIRED (Scale 3) to work in mainstream schools.
Application forms for the above 2 posts and further details obtainable (on receipt of a foolscap s.a.e.) from the Chief Education Officer, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned, quoting post reference number by 5 p.m. Tuesday 19th May 1987.
The Council is committed to being an equal opportunities employer and service provided.
Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, age, disability, sexual orientation or marital status who have the necessary attributes for the post. (31714) 160020

ENFIELD
LONDON BOROUGH OF ENFIELD
OFF-SITE UNIT FOR PUPILS WITH EMOTIONAL DIFFICULTIES
For more information see under Secondary Scale II Other Than by Subject. (37025) 160020

SERVICE FOR THE HEARING IMPAIRED
Scale 3 posts
Two appropriately qualified and experienced peripatetic Teachers for the Deaf are required for September. One teacher will work with pupils predominantly in ordinary schools, and it is intended that the other will work initially in the authority's Primary Partially Hearing Units.
London Allowance £1215 plus Special Schools Allowance.
Application forms/further particulars (sae please) available from The Director of Education, to whom completed forms should be returned by 19th May 1987.
Education Offices, 379/383 High Street, Stratford, London E15 4RD.
AN EQUAL OPPORTUNITY AUTHORITY (16980)
LONDON BOROUGH OF NEWHAM

CAMBRIDGESHIRE
(An Equal Opportunity Employer)
HUNTINGDON AREA
HUNTINGDON SECONDARY UNIT
School Lane, Hartford, Huntingdon, Cambs.
Tel: 0480 58487
Scale 3
ADVISORY TEACHER
(Counselling and Guidance)
A Teacher with extensive counselling experience required for September 1987 if possible (or January 1988) to join inovative team offering professional support to mainstream secondary schools. The Unit is currently engaged in some exciting initiatives in join group work, inset and developing negotiated support systems.
Please telephone for application forms and further details from the Teacher in Charge. (37002) 160020

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
BENSHAM MANOR SCHOOL
Ecclesbourne Road,
Thornton Heath, Surrey CR4 7BR
Tel: 01-684 0116
An enthusiastic teacher of Science is required for this permanent post in this school for children with moderate learning difficulties. The person appointed will be responsible for the teaching of Science throughout the school. Please apply to the Head Teacher.
Salary: Scale 2 plus Special School Allowance.
Tenable: 1st September 1987. (04865) 160020

ENFIELD
LONDON BOROUGH OF ENFIELD
DURANTS SCHOOL (M.L.D.)
Pitfield Way, Enfield EN3 5BY
Group 6S. Roll: 106
Applications are invited for a Primary Team Leader to co-ordinate on-going curriculum development, language and early learning skills and resources and have responsibility for a class.
A Scale 2(S) is available and an interest in Portage/Objectives Based Learning would be an advantage.
London Allowance £795.
Application forms obtainable from and to be returned to the Head Teacher by 15th May 1987.
An equal opportunity employer. (37026) 160020

HARINGEY
LEARNING SUPPORT DEPARTMENT
HARINGEY SCHOOL
PSYCHOLOGICAL SERVICE
TETHERDOWN TUTORIAL UNIT
TEACHER-IN-CHARGE, Scale 3
Applications are invited from suitably qualified candidates for this post which will be available from September 1987, to take charge of this off-site unit for 10 4th and 5th year secondary age pupils of average ability but who have all experienced great difficulty in attending school. The Unit offers a range of subjects to GCSE level which the postholder would be expected to supervise and teach with the collaboration of an assistant teacher and the support of a welfare assistant.
Closing date: Tuesday, May 19th.
Enquiries to: Margaret Moosel, Head of Learning Support Department, Child Guidance Centre, Tetherdown, London N10 (Tel: 883 1094 to arrange visits).
Application forms available from Mrs. L. Clay, Room 111, Education Offices, 48 Station Road, London N22. Tel: 01-881 3000, Ext. 3143.
Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespective of race, marital status, sex or any disability you may have. (37004) 160020

HERTFORDSHIRE
THE HYDE SCHOOL
Holwell Hyde, Cole Green Lane, Welwyn Garden City AL7 3DH
Tel: W.G.C. 320874
Required for September, 1987, experienced and innovative teacher (Scale 2(S)), to be responsible for a class of young pupils in this all-aged School for children with moderate learning difficulties. The successful applicant will also be responsible for co-ordinating the overall work of the Junior part of the School.
In the first instance, please write or telephone for application form and further details, or send a letter of application and full c.v. quoting details of training, qualifications and experience, together with the names and addresses of two referees to the Headteacher, Mr M. B. Philip.
Fringe allowance of £309 p.a. payable.
Generous removal expenses, including mortgage subsidy, in approved cases. (43369) 160020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
MINET INFANT SCHOOL
Please see Primary Scale 2. (31276) 160020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
THE WILLOWS SCHOOL
Stipularis Drive, off Glencoe Road, Hayes UB4 9QB
Headteacher: R.C. Clayton
Two experienced teachers are required for September at this school for primary age pupils with emotional and behavioural difficulties. The pupils are taught in two groups which approximate to the infant and junior age range. A team of teachers and ancillary staff work with each group.
Applications would be welcomed from committed and enthusiastic primary teachers with either infant or junior school experience. It is hoped that the teachers appointed would be able to co-ordinate work throughout the school within a particular curriculum area in addition to working closely with one of the class groups.
Applications forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than Friday 15 May.
Outer London Allowance Payable. (43084) 160020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
MEADOW SCHOOL
Royal Lane, Hillingdon, Uxbridge UB8 3QU
Headteacher: Mrs Hardie, M.A.
Required for September 1987 a teacher for junior class pupils who have moderate learning difficulties.
An enthusiastic teacher is required to join a professionally committed staff and share in the future development of this Day Special School. The post would suit an organised teacher willing to join a lively, well-established, junior school team and work within a structured, stimulating environment.
A Scale 2(s) post could be available for a successful candidate able to take responsibility for a curriculum area.
Applications would be welcomed from teachers with expertise in Primary Science or Art.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible.
Outer London Allowance Payable. (31271) 160020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
See advertisement under Secondary, Special Needs. (31275) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
CAGE GREEN SCHOOL
See advertisement under Primary Scale 2.

WEST KENT AREA
HARDWICK SCHOOL
Coldharbour Lane,
Hildenborough, Tonbridge.
Kent TN11 9LE
A suitably qualified and experienced teacher required to start as soon as possible (Scale 2) (S) to cater for the needs of a small group of pupils with multi-sensory handicaps within the general structure of the school. Hardwick school caters for children with severe and profound learning difficulties in the 2-19 age range.
Application form and further details from the Headmaster. Stamped addressed envelope please.

HARDWICK SCHOOL
Coldharbour Lane,
Hilenborough, Tonbridge,
Kent TN11 9LE
Required for September 1987 or as soon as possible thereafter class teacher. Hardwick school is a day school for pupils with severe and profound learning difficulties. A scale 2 (S) post is available for a suitably qualified and experienced teacher who could contribute to curriculum development in one of the following areas:- music, P.E. or drama. However, if no suitably qualified applicant were available, an appointment at scale 1 (S) could be made.
Further details and application form returnable within 14 days of the appearance of this advertisement, obtainable from Headteacher. Stamped addressed envelpe please.

MID KENT AREA
GRANGE PARK SCHOOL
Birling Road, Leybourne,
Maidstone, Kent
Specialist PE teacher required for this Group 4 (S) school for young people aged 16-19 with severe or moderate learning difficulties. Applicants from newly qualified teachers welcomed. Scale post available for suitably experienced candidate.
Apply to Head Teacher with CV and two referees (SAE please).

SOUTH KENT AREA
Senior Portage Worker required as soon as possible for a post funded under the Education Support Grant Scheme to join a new team serving in the Folkestone/Romney Marsh area. Applicants should have worked with pre-school children and have had experience of using the Portage Model. The team will be based in Folkestone. Full-time post 37 hours per week throughout the year on scale 3 SSA.
Further details and application form available from Area Education Officer, (reference SKW), 3 Shorncliffe Road, Folkestone, Kent. Tel: 0303 57432. Closing date 20th May 1987. (43486) 160020

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
AYLSHAM HIGH SCHOOL
Sir Williams Lane,
Aylsham, Norfolk NR11 6AN
Group 9 NOR 11/12/16 All-ability mixed
Required from September 1987 Teacher in Charge of Modular Education with particular emphasis on pre-vocational Education, Scale 2.
Applications by letter including full c.v. to the Head Teacher by 15th May 1987. (31644) 160020

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
COUNTY SENSORY SUPPORT SERVICES
Two qualified Teachers of the Deaf Scale 3 (if suitably qualified) required for September, 1987 for the following Units:-
1. A well established Junior P.H.U. at St. Williams C.P. School, Norwich.
2. A Middle P.H.U. to be established at Colman Middle School, Norwich.
Details and application forms available by telephoning the Education Department, County Hall, Norwich. Tel: Norwich 611122. Ext. 352/374. Closing date 18th May, 1987. (31655) 160020

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
HATTON SCHOOL
Roding Lane, Woodford Green IG8 8EU
Tel: 01-551 4131
Headteacher - Mrs C. Cannon
Required for September 1987 a suitably qualified Teacher (Scale 2(S)) in this mixed day school for primary age children with moderate learning difficulties. The School has places for about 130 children as well as a special care unit for the multiply handicapped. A number of important developments in the curriculum are currently taking place and a major building project has recently been finished. The successful applicant will have responsibility for Art and Craft or for Music, as well as a class. Applicants should state which they would prefer to teach. Experience in special education is not essential.
Outer London Allowance is payable.
Application forms and further details are available from the Head to whom completed forms should be returned by 18th May 1987. (04877) 160020

SURREY
LINK SECONDARY SCHOOL
82/84 Croydon Road,
Beddington, Surrey CR0 4PD
Teacher required to provide a remedial approach across the curriculum for children aged 11-16 with specific learning difficulties and/or emotional problems. Primary/Middle School experience appropriate. Burnham scale & OLW.
Further details from Headteacher.
Tel: 01-688 7591. (05366) 160020

WALTHAM FOREST — AN EQUAL OPPORTUNITY EMPLOYER.
Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability.
WHITEFIELD SCHOOL AND CENTRE,
MacDonald Road, London E17 4AZ
Head: Mr. P. Turner
Autumn Term.
Due to the reorganisation of some Special Schools in the Borough and to the expansion of our Mainstream Support Service, this school has the following vacancies:
DIVISION FOR CHILDREN WITH LEARNING DIFFICULTIES
Deputy Team Leader, Scale 2(S)
Teacher is required who has experience of teaching primary aged children with special needs. An advanced qualification in Learning Difficulties would be an advantage.
Ref: S13/743.
NURSERY OBSERVATION CENTRE
Team Leader, Scale 2(S)
Two qualified teachers are required to work in our Assessment centre. Children are referred to this centre when any aspect of their development has given cause for concern. Applicants should have experience working with young children — preferably with those having special educational needs. The successful candidates will work as members of a multi-disciplinary team involved in long term observation and assessment.
Ref: S13/744.
Please indicate clearly for which post you are applying.
Whitefield is a large special school catering, in a number of separate Departments, for some 300 children with a wide variety of special needs. The school acts as a resource centre for parents and professionals interested in the special needs field. Whitefield's multi-disciplinary approach is reflected in the wide range of professional disciplines represented among the 176 strong staff, including 68 teachers.
The in-service training facilities, including a special needs library and information service, are probably without parallel in this country. Accommodation may be available and assistance with removal expenses will be given in approved cases.
To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 am - 4.30 pm providing for teachers' children from 3-5 years of age.
Application form (and further details) available from and returnable to the Head Teacher. (U4256)
Waltham Forest

SPECIAL EDUCATION
continued

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

SERVICE FOR HEARING IMPAIRED CHILDREN
Roding Primary School, Roding Lane North, Woodford Bridge, Essex IG8 8NP

Tel: 01-505 4162

Head of Service: Mrs A. Duffy, M.Ed.

Suitably qualified and experienced Teacher of the Deaf (Scale 2 plus S.S.A.) required for September to join a well established peripatetic team which supports hearing impaired children of all ages. The service has strong links with other educational and medical provision and is committed to working closely with teachers in the classroom.

Outer London Allowance is payable.

Further details and application forms are available from the Head of Service to whom completed forms should be returned by 18 May 1987.
(04874) 160020

WARWICKSHIRE
SERVICE FOR CHILDREN WITH IMPAIRED HEARING - TEACHER OF THE DEAF SCALE 3

Applications are invited for the post of Teaching of Hearing Impaired Children for September 1987 to be based in Nuneaton. The teacher appointed will join an established team supporting children in the local primary schools and units.

Further details and application forms available from and returnable as soon as possible to Mr F.C. Martin, Head of Service for Hearing Impaired Children, Cape Road Clinic, Cape Road, Warwick CV34 4JP. Tel: Warwick 493431. Ext. 2502.

Warwickshire is an equal opportunities employer. (37307) 160020

Scale 1 Posts

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1987
SWAYLANDS RESIDENTIAL SCHOOL
Penshurst, Tonbridge, Kent TN11 8AU
Tel: Penshurst 870 200
Roll 79
Swaylands is a residential school for boys with behavioural and emotional problems, age range 8-16
2 Teachers required, - 1 class teacher Scale 1 + S.S.A. with ability to teach Home Economics.
1 class teacher Scale 1 + S.S.A. with ability to teach Elementary Science.
Possibility of Scale 2(S) for suitable applicants.
Outer London fringe allowance payable £309 plus additional allowance of £2,049 per annum for 15 hours extraneous duties, each week, or pro rata.
Removal expenses and separation allowances available.
Application forms (s.a.e. please) available from and returnable to the Headteacher, Mr K.P. Hyde by 20th May, 1987. (31437) 160022

BERKSHIRE
ADDINGTON SPECIAL SCHOOL
Loddon Bridge Road, Woodley, Reading RG5 4BS
Required for September 1987. Teacher Scale 1 + SSA to join team in purpose built extended Education Unit (16-19) catering for needs of pupils following developmental and modified curriculum.
The post offers opportunity and facilities to develop appropriate programmes to enhance social independent skills in the community.
Letters of application and names of two referees plus stamped addressed envelope for further details to Headmaster.
Closing Date: 18th May.
Berkshire has a scheme for reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (31824) 160022

BRIGHTON
HAMILTON LODGE SCHOOL FOR DEAF CHILDREN
Walpole Road, Brighton BN2 2ET
Qualified Teacher of the Deaf required from September in this all age school. Scale 1 or 2s according to experience Prospectus available.
Please apply in writing with full c.v. and names of two referees to the Principal by 14 May. (31457) 160022

BROMLEY
LEESONS DAY CENTRE
Chipperfield Road, St. Pauls Cray, Orpington, Kent BR5 2LS
Tel: 0689 26269
For September, 1987 a LECTURER (Grade 1).
Experience in teaching people with learning difficulties would be an advantage. You need to be a flexible person who can work well in a multi-disciplinary team.
Informal visit can be arranged by contacting Andy Tidman on the above telephone number.
Application forms and further details available from/returnable to the Director of Education, Town Hall, Tweedy Road, Bromley, Kent BR1 1SB by 18th May, 1987. (31473) 160022

EAST SUSSEX
QUEENSDOWN SCHOOL
Warren Road, Woodingdean, Brighton BN2 6BB
Children with emotional/behavioural difficulties, 7-16.
Roll: 50
Required September: Two committed and enthusiastic Teachers (Scale 1 plus special schools allowance).
i) Senior Group Teacher. Basic subjects and P.E. preferred.
ii) Temporary Teacher, to cover secondment for school year 1987/88, offering basic subjects and/or a specialist subject.
Relocation grants in approved cases for permanent appointment.
For application form please telephone Queensdown School on Brighton 680811. Closing date: May 19th.
(37111) 160022

ENFIELD
LONDON BOROUGH OF ENFIELD
WAVERLEY (SLD) SCHOOL
Waverley Road, Enfield EN2 7BP
Roll 92
Required from mid-June, 0.7 teacher to cover a period of maternity leave. Preference will be given to someone with a special qualification or special school experience.
Informal enquiries welcome (01-363 6552).
London Allowance, £795, plus Special Schools Allowance.
Application forms (large SAE) obtainable from, and to be returned to the Headteacher as soon as possible.
An equal opportunity employer. (31594) 160022

ESSEX
PRIORY SCHOOL
Burr Hill Chase, Southend on Sea SS2 6PE
Tel: Southend on Sea 347490
(Roll 70, 6-16 Years)
TEACHER Scale 1 (S)
Required 8th September, enthusiastic, energetic, sensitive teacher with a sense of humour to initially take a small class of top junior/lower secondary pupils.
Application forms and further details available from Headteacher on receipt of a foolscap sae. (43348) 160022

HAMPSHIRE
ICKNIELD SPECIAL SCHOOL
River Way, Andover SP11 6LT
Required September 1987 at this school for pupils with severe learning difficulties.
1. Scale 1 + S.S.A. (permanent) teacher for class of primary aged children.
2. Scale 1 + S.S.A. (temporary) teacher for class of all aged special care pupils.
Icknield school has 59 pupils aged 2-19 years. Close links are established with local schools and college.
S.A.E. for application form/details from Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31680) 160022

HARROW
EDUCATION COMMITTEE
SERVICE FOR HEARING IMPAIRED CHILDREN
Mountview High School
Fisher Road, Harrow Weald
Tel: 01-863 1003
Teacher of the Deaf Scale 1 - S.S.
Required from September a qualified teacher of the deaf to work in a first school hearing impaired unit in Harrow. Appointment will be made to the Service for Hearing Impaired Children.
Application forms from and to be returned to Education Personnel, Civic Centre, Harrow, Middx. by 18th May 1987.
Harrow is an Equal Opportunity Employer. (31758) 160022

HERTFORDSHIRE
AUTISTIC COMMUNITY TRUST
THE QUEEN ELIZABETH THE QUEEN MOTHER DAY CENTRE
Bricket Wood
TEACHER/INSTRUCTOR/CO-WORKER required at the above Day Centre in June/September.
This is a specialist day centre for 20 young adults who are autistic, from a catchment area of Hertfordshire and North London.
Responsibilities include working as part of a team in carrying out individual programmes for the students, and day to day activities within the Centre. Applicants with an interest or experience in woodwork, horticulture or computer assisted studies will be particularly welcome. Visits encouraged. Salary Burnham rates, or N.J.C £7035 - £8,318.
Application forms and further information from: the Principal, Q.E.Q.M.C., Station Road, Bricket Wood, St. Albans, Herts AL2 3PJ. Tel: 0923 678523. (31542) 160022

HERTFORDSHIRE
COLNBROOK SCHOOL
Hayling Road, South Oxhey, Watford
Required September, at this all age day school for children with moderate learning difficulties a class teacher for a group of secondary age pupils. An interest in environmental education an advantage, *but not essential*. Scale 1 London fringe allowance Special Schools Allowance. Visits welcomed. Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (43370) 160022

HERTFORDSHIRE
PINEWOOD SCHOOL
Hoe Lane, Ware
REQUIRED FOR AUTUMN TERM
An Assistant Teacher Scale 1 is required at this day and boarding school for boys and girls of secondary age with special educational needs.
Teaching duties involve remedial work in the basic subjects with opportunities to develop personal interests with a small group of 3rd year children. The post is non-resident.
Salary: Burnham Scale 1 plus Special School Allowance £927.00 plus London Outer Fringe Allowance £309.00.
Interested teachers are welcome to visit the school by appointment with the headmaster - Mr. P.A. Jackson (Ware 4143).
The County Council operates an attractive recruitment incentive scheme.
(43379) 160022

HOUNSLOW
HOUNSLOW TEACHERS' CENTRE
Smallberry Green Centre, London Road, Isleworth TW7 5AR
Team Co-ordinator: Mrs. A Underwood
Special Educational Needs Support Service
Required for September 1987.
Full or Part time Teachers with relevant training and proven ability to support children who are experiencing learning difficulties in Primary School.
Interest in the development of literacy and numeracy with infant and young juniors age groups would be an advantage.
A one or two year *secondment may be* considered.
Scale 2 posts may be available for suitably qualified candidates.
Apply immediately by letter in the first instance giving details of training and relevant experience to the Director of Education, Civic Centre, Lampton Rd., Hounslow TW3 4DN (Ref PA/EBA), LONDON ALLOWANCE £795 PER ANNUM
CLOSING DATE: 18TH MAY 1987.
WE ARE AN EQUAL OPPOURTUNITY EMPLOYER. (31771) 160022

ISLE OF MAN
BOARD OF EDUCATION
SPECIAL NEEDS SERVICE (Scale 1(s))
Applications are invited from suitably qualified Teachers of Children with severe learning difficulties.
The successful candidate will be a member of the Boards Special Needs Service based initially at Jurby Primary School where a new unit for children with severe learning difficulties is to open in September, 1987.
The Teacher appointed will have a commitment to the integration of handicapped pupils into main schools.
Letters of application with full curriculum vitae and the names and addresses of two referees to the Director of Education, Government Offices, Buck's Road, Douglas, Isle of Man, by 16th May, 1987.
Further details of the post may be obtained from the Director of Education, Tel: (0624) 26262.
(31783) 160022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SWALE REMEDIAL ADVISORY SERVICE
Gore Court Road, Sittingbourne, Kent
Permanent 0.6 teacher required. Peripatetic/support teacher. Ability to drive important.
Further details from Mrs. Smith, Head of Service, Tunstall Court, Gore Court Road, Sittingbourne. Tel: Sittingbourne 25008. (43487) 160022

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community
TEACHER
Salary: Scale 1 SSA
Required 17th August, 1987 at
CALDER VIEW ESN (S)
March Street, Burnley
(145 on Roll - Mixed 5-16)
With appropriate primary or special school experience initially class teaching but should be prepared to take part in integration initiatives in ordinary schools if required. State interests in curriculum vitae.
For application form and address to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ.
Closing date: 21st May, 1987. (31832) 160022

SOLIHULL
EDUCATION COMMITTEE
TUDOR GRANGE CENTRE
Widney Road, Bentley Heath, Solihull
Scale 1 SAA Teaching Post
Required, as soon as possible, at this unit for children with emotional and behavioural difficulties, an appropriately and experienced teacher.
Application forms and further details from the Teacher-in-Charge. Tel: Knowle 3850.
Closing date - 22 May, 1987
(31795) 160022

LONDON E18
WOODFORD NORTH EAST LONDON
SIR WINSTON CHURCHILL SCHOOLS FOR THE DEAF
10/14 Churchfields, South Woodford, London E18 2QZ
Tel: 01-504 3707
The Sixth Form/F.E. Department requires energetic, resourceful person to teach literacy, numeracy, social and basic job skills and to visit deaf students attending local colleges of further education. Appropriate qualifications and experience necessary. Car owner essential.
The Primary Department will have a vacancy for next September for qualified teacher of the deaf for class of Juniors. Commitment to oral methods of teaching essential.
Both posts, Scale 1 plus Special Schools Allowance, or Scale II (S) dependent on relevant qualifications and experience. Outer London Allowance in addition.
Professional support provided by staff tutor including induction and if appropriate in-service training as teacher of the deaf.
Written applications including c.v. and details of two references to the Principal, Mr. Penry W. Edwards.
(05087) 160022

NORTH YORKSHIRE
GALTRES SCHOOL
York
Required September 1987, or as soon as available, a teacher qualified and experienced in Special Education and Home Economics, at this day special school for pupils, aged 12-19 years, with severe learning difficulties. You will work with groups of young people in both cognitive and independence living situations.
Burnham Scale 1 (plus SSA).
Application and particulars, (SAE please) from County Education Officer, Room 508, County Hall, Northallerton DL7 8AE. Closing date 22nd May 1987. (37331) 160022

OXFORDSHIRE
COUNTY COUNCIL
NORTHERN HOUSE
South Parade, Summertown, Oxford
Required for September a teacher (scale 1 plus SSA) to work with a group of children of Middle School age range. The school caters for children with emotional and behavioural disorders. The post which is mainly concerned with children who are integrating back into main stream schools, will be part of a team teaching strategy.
The teacher appointed would be expected to take responsibility for the basic areas of numeracy and literacy and also to teach Science to the group. Experience of working in a normal junior or Middle School is a basic requirement.
Applicaiton forms available from the Headteacher (Tel: Ox. 57004) to be returned as soon as possible.
An Equal Opportunity Employer. (04883) 160022

POWYS/HERTFORDSHIRE
MACINTYRE WOMASTON CHILD DEVELOPMENT UNIT
Teacher Scale 1 S.S.A. required for September to join an interdisciplinary staff team of teachers, therapists and residential social workers. The teacher will share the responsibility for one class of five children with severe learning difficulties.
For full information on the work of the unit, job description and application forms contact The Project Director, MacIntyre Womaston, Walton, Presteigne, Powys LD8 2PT. Informal enquiries and visits welcome by arrangement. Tel: 0544 230308.
(04492) 160022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SERVICE FOR HEARING IMPAIRED CHILDREN
Roding Primary School, Roding Lane North, Woodford Bridge, Essex IG8 8NP
Head of Service: Mrs A. Duffy, M.Ed.
Suitably qualified Teacher (Scale 1 plus S.S.A.) required for September to join a well established unit at Roding Primary School which caters for children aged 3 to 11 years. Hearing impaired pupils belong to main school classes and are withdrawn for specialist help according to individual need.
Outer London Allowance is payable.
Further details and application forms are available from the Head of Service to whom completed forms should be returned by May 1987. (04873) 160022

SUSSEX
GENERAL SUBJECTS TEACHER
AT FARNEY CLOSE SCHOOL
Flexible? Tolerant? Confident? Interested in P.E. and/or C.D.T.
The new Management Team is looking for a qualified teacher to work with adolescent children who display a variety of emotional and behavioural disorders. The successful candidate will be interested in joining a team committed to developing this residential community to its fullest potential.
Nationally agreed pay scale, negotiable.
Please apply by letter, naming two referees and including a full C.V.
Further information may be obtained *from* Rod Thompson Deputy Head, or Sally Wells, Headteacher, Farney Close School, Bolney Court, Bolney, Nr. Haywards Heath, Sussex RH17 5RD.
Closing date two weeks after this advertisement.
(31865) 160022

SHROPSHIRE
EDUCATION COMMITTEE
AN EQUAL OPPORTUNITIES EMPLOYER
GREENACRES SCHOOL AND FAMILY CENTRE
Scale 3 & Scale 1 Teachers
2 teachers are required for the new school and family centre opening in September 1987. The centre will cater for the physical, social, emotional and intellectual needs of young children below the age of five, with considerable parental involvement.
Full details and application forms available from the Headteacher Mr L. Dobb, Greenacres County Primary School, Rutland off York Road, Harlescott Grange, Shrewsbury SY1 3QG.
Closing date 15th May 1987. (31345) 160022

SURREY
LINGFIELD HOSPITAL SCHOOL
St Piers Lane, Lingfield, Surrey
Group 9s
Assistant Teacher scale 1 plus special schools allowance and fringe London Weighting needed for September 1987 to teach a small group of children with severe learning difficulties.
Write to Ann Hurling, Head Teacher, for details and application form. S.a.e. please.
(31719) 160022

SUSSEX
NORTHEASE MANOR SCHOOL
Lewes, East Sussex
Tel (0273) 472915
Nationally recognised, independent special school, providing carefully structured support for 80 boys with specific learning difficulties, aged 10 - 17 seeks for September an experienced teacher of COMPUTING. The school uses two RM Networks to develop computer skills for all pupils. Candidates should be able to develop this growing area of the curriculum and, ideally, be able to offer mathematics as a second subject.
Salary on national scale.
Further details from the Director of Studies.
(31871) 160022

SUFFOLK
COUNTY COUNCIL
WARREN SCHOOL
Clarkes Lane, Oulton Broad, Lowestoft NR33 8BT
Roll 65
Required for September 1987 a well qualified and experienced teacher to teach in the Assessment Nursery, catering for pre-school children with a wide range of special educational needs, Scale 1(s).
This is a Group 5(s) all age school for pupils with severe learning difficulties.
Application forms and further details available from the Headteacher of the school concerned (s.a.e. please) to whom they should be returned.
Closing date for applications: Friday 1st May 1987
(00489) 160022

WARWICKSHIRE
EXHALL GRANGE SCHOOL
Wheelwright Lane, Coventry CV7 9HP
Tel: (0203) 364200
1 post - Craft, Design & Technology - see under Secondary Education, Craft, Design & Technology.
Warwickshire is an equal opportunities employer. (37308) 160022

Independent Schools

Headships

DERBYSHIRE
NORMANTON SCHOOL
Buxton, Derbyshire SK17 6HJ
INDEPENDENT BOARDING & DAY SCHOOL FOR BOYS & GIRLS
(90 Pupils - aged 11 to 18 years)
Required for September, 1987, an experienced and well qualified teacher to assume the post of Head following the retirement of the previous Head.
The New Head will be required to assume some teaching duties and should state subject teaching areas.
Letters of application, together with C.V. and names and addresses of two referees, should be sent, by Monday 8th June 1987, to Chairman of the Governors, at the School and marked 'Confidential'.
(31567) 180010

HEATHFIELD SCHOOL
PINNER, MIDDLESEX

An Independent Girls' Day School
400 pupils aged between 7 and 18 years
Required from 1st January 1988:
HEAD
The post will be available as a result of the retirement of the present Headmistress.
Salary in accordance with the new Government Scale.
Preliminary interviews will be held on 17th June 1987 and final interviews during the evening of 29th June 1987.
Please telephone the Headmistress for details and to make arrangements to visit the School.
Please apply in writing to the Chairman of the Board of Governors.
Heathfield School
Beaulieu Drive
Pinner
Middlesex HA5 1NB
Telephone: 01-868 2346
(17102)

LATYMER UPPER SCHOOL
HAMMERSMITH, LONDON, W6 9LR
APPOINTMENT OF HEAD
The Governors of the Edward Latymer Foundation at Hammersmith, invite applications for the post of Head of Latymer Upper School, which will become vacant in September, 1988 upon the retirement of M.L.R. Isaac Esq., M.A.
Particulars of the Appointment and an application form may be obtained from: The Clerk to the Governors, Latymer Upper School, King Street, Hammersmith, London, W6 9LR.
Applications should reach the Clerk to the Governors by 3rd June, 1987. (17388)

INDEPENDENT HEADSHIPS
continued

NEWCASTLE UPON TYNE
GRAINGER GRAMMAR SCHOOL
35 Grainger Park Rd., Newcastle Upon Tyne NE4 8SA
Tel: 091-273 3426 or 273 3398
A HEAD is sought for September 1987. The School teaches boys and girls aged 9 to 18, in small classes of 10 to 12 pupils. Parents founded the School 14 years ago to give a Christian, caring and excellent education by their support of fine staff.
Energetic, successful teachers should enquire further by telephone for application details and a prospectus, asking for David Bell. (05539) 180010

Remedial and Special Needs Teaching Posts

Other Assistants

SURREY
LINK SECONDARY SCHOOL
Please see our advertisement under Special Education, Scale 2 posts. (05480) 181024

By Subject Classification

Art and Design

Heads of Department

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, a well qualified and experienced person to be Head of the Art Department, at Burnham Scale 3. The person appointed must have good experience of teaching to G.C.S.E. and 'A' level, and be capable of introducing a craft subject. An enthusiastic person with a keen interest to develop this subject is sought.
Applications with the names and addresses of two referees should be sent to The Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (31297) 181218

Other Assistants

BERKSHIRE
ST. MARY'S SCHOOL
Ascot
Independent Roman Catholic Boarding and Day School for 320 girls (80 in the Sixth Form). G.S.A. Member
Required for September 1987, a qualified graduate to teach History of Art part-time at 'A' level.
Salary will be paid on the Baker Scale according to qualifications and experience.
Please reply with C.V., and the names and addresses and telephone numbers of 2 referees as soon as possible to the Headmistress, St. Mary's School, Ascot, Berks. SL5 9JF. Tel: 0990/27788, from whom further details are available.
(31356) 181224

BERKSHIRE
ST. MARY'S SCHOOL
Ascot
Independent Roman Catholic Boarding and Day School for 320 girls (80 in the Sixth Form). G.S.A. Member.
Required for September 1987, a well-qualified and enthusiastic teacher of Art and Design to join a well established department. The post is full-time with teaching throughout the school to GCSE and 'A' level. An ability to offer photography could be an advantage.
Salary will be paid on the Baker Scale according to qualifications and experience.
Please reply with C.V., and the names and addresses and telephone numbers of 2 referees as soon as possible to the Headmistress, St. Mary's School, Ascot, Berks. SL5 9JF. Tel: 0990/27788, from whom further details are available.
(31355) 181224

KENT
CANTERBURY ST. EDMUNDS SCHOOL
(HMC: IAPS 480 boys and girls in age range 7 to 18)
Required in September a qualified assistant teacher of Art specialising in print making and photography.
To each from 11 plus through GCSE and 'A' Level in a well equipped and successful department.
Salary, to match qualifications and experience, according to the Baker Scale. Willingness to assist with boarding duties (with extra emoluments) and to play a full part in extra-curricular activities would be an added recommendation.
Apply with full curriculum vitae together with names, addresses and telephone numbers of 2 or more referees to the Head Master, St. Edmunds School, Canterbury CT2 8. (35849) 181224

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
660 girls
Required for September 1987 due to expansion within the School/Departments a young enthusiastic and versatile graduate to work in both the C.D.T. and ART Departments. The candidate will require all round Art and Design ability with strong drawing and Technological skills (including electronics if possible). We see both Art and Design as being important parts of the general education of all pupils in the foundation years. Examinations are currently taken at both G.C.S.E. and Advanced level and the successful candidate would be expected to work across a wide age range.
This post would be suitable for an experienced teacher or a new entrant to the profession. Salary according to qualifications and experience.
Please apply to the Acting Headmistress, Bradford Girls' Grammar School, Squire Lane, Bradford BD9 6RB, giving two names for reference. Further particulars available on request. Closing date May 15th, 1987. (31720) 181224

KENSINGTON
LADY EDEN'S SCHOOL
39/41 Victoria Road, London W8 5RJ
Required in September 1987, for 3 afternoons, a qualified teacher to take Art/Craft with 9, 10 and 11 year old girls. New 'Baker' salary. Government Superannuation Scheme.
Apply in writing with curriculum vitae to the Headmistress, Miss C. Trevethan. (31477) 181224

SHROPSHIRE
MORETON HALL
Shropshire
GSA, GBGSA - 330 girls, mainly boarding, 100 in the sixth form
An exciting opportunity has arisen for an enthusiastic and well-qualified teacher of Art and Craft with special expertise in Ceramics and Three Dimensional Studies to work with two other Art Specialists in our purpose-built Design Centre from September. Important decisions about the future of CDT in the school are under consideration. Ceramics has been developed up to Advanced level.
This is a vigorous, forward-looking school which is thriving. Conditions of service are excellent and our salary scales better Baker.
Applications should be sent as soon as possible to the Principal, Moreton Hall, Weston Rhyn, Oswestry, Shropshire SY11 3EW, with full curriculum vitae and the names of three referees.
(43480) 181224

SUFFOLK
FRAMLINGHAM COLLEGE
Woodbridge, Suffolk IP13 9EY
H.M.C. - boarding - co-educational - 500 pupils
ASSISTANT DIRECTOR OF ART
Required for September 1987.
A young artist, preferably with an interest in ceramics and sculpture, to join a lively and flourishing department and to teach at all levels including History of Art to 'A' Level. Residential Tutorship a possibility. Own Salary Scale.
Write to the Headmaster with curriculum vitae and names and addresses of two referees. (31520) 181224

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 day boys aged 11 to 18 - 200 in 6th Form)
Required in September, a well-qualified Graduate to teach ART throughout the school, up to and including A Level. Salary: 'Baker' plus. Equivalent of Burnham Scale 2 available for appropriately qualified and experienced candidate.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be sent by 22nd June to the Headmaster (Art), The Royal Grammar School, High Street, Guildford GU1 3BB, from whom further details are available.
(37011) 181224

Classics

Heads of Department

BERKSHIRE
QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 6DX
Girls' Independent boarding and day school (378 girls, over 100 in Sixth Form) mainly boarding
Required for September 1987 or January 1988 very well qualified and experienced teacher to be responsible for the teaching of Latin and Classical Studies throughout the School to University level.
Ability to offer Greek an advantage.
Apply to the Headmistress enclosing C.V. and the names and addresses of 2 referees.
(43474) 181618

Other Assistants

CAMBRIDGE
THE PERSE SCHOOL
Cambridge
(HMC, GBA)
A graduate will be required in September, 1987 to teach Latin and Greek with subsidiary Religious Education. This will be a one year appointment in the first place. It would be an advantage for any applicant to be prepared to act as a residential tutor in a boys' boarding house.
Applicants should write to The Headmaster, The Perse School, Hills Road, Cambridge CB2 2QF, giving full particulars of qualifications, experience, subsidiary subjects and referees. Candidates should also give particulars of what contribution they are willing and able to offer to games and out-of-school activities.
The successful applicant will be paid on the Perse School Scale. (43331) 181624

GLOUCESTERSHIRE
The Cheltenham Ladies' College requires for September 1987, a well qualified honours graduate to share in the teaching of Classics (Latin, and, in particular, Greek and Classical Civilisation) to Advanced Level. Salary according to qualifications and experience. Government Superannuation.
Please apply in writing to the Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham, Glos. GL50 3EP, enclosing a full C.V. and the names and addresses of two referees.
(05805) 181624

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury
Independent Girls' boarding and day school, 11-18 years
Teacher of LATIN required from September 1987 or January 1988. All girls study Latin for at least one year and it is a popular GCSE option. Full support for the subject offered by classicist Head.
Applications in writing with full curriculum vitae and the names and addresses of three referees to the Headmistress as soon as possible. (31379) 181624

KENT
WEST HEATH
Sevenoaks
Independent Boarding School, 150 girls, 11-18
Required for September GRADUATE to teach Latin and Classical Civilisation to O and A level. Part- or full-time. Single accommodation available. Burnham Scale.
Please write for Application Form and details, enclosing s.a.e., to Secretary, West Heath, Sevenoaks TN13 1SR. (05808) 181624

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL
(GPDST)
3 Maresfield Gardens
Required for September, qualified graduate to teach Latin and Greek to Advanced level. Scaled post available for an experienced applicant but this could be a first appointment.
Apply in writing to the Headmistress, giving the names of 2 referees. (43325) 181624

STAFFORDSHIRE
NEWCASTLE-UNDER-LYME SCHOOL
H.M.C. G.B.A.
600 boys: 600 girls
Required for September, an honours graduate to teach classics throughout this 11-18 selective school. Ability to teach Latin and Ancient History or Greek essential.
The post will suit an enthusiastic new entrant to the profession. A commitment to extra-curricular activities is required. Please state any second subject and extra-curricular interests. Experienced teachers should also apply.
Write to the Principal, Mount Pleasant, Newcastle-under-Lyme School, Newcastle, Staffs. ST5 1DB, enclosing curriculum vitae and the names and addresses of two referees by 22nd May. (43460) 181624

Computer Studies

Other Assistants

LONDON NW11
MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DG
Requires from September 1987, a Teacher of Computer Studies to GCSE standard. It is preferable that the successful candidate possesses the ability to teach a second subject.
Apply in writing with C.V. and referees. (37043) 182024

MISS DIXON & MISS WOLFE TUTORS
required for August 1987
PRINCIPAL
to succeed Mrs. P. E. Daly who is retiring after twelve years in office.
This small tutorial college (50 students) in Central London is for girls preparing for 'O' levels and GCSE.
Applications with C.V. and the names of two referees should be sent to Mrs. P. E. Daly, 25 Victoria Street, Westminster, SW1H 0EX.
(16979)

PUTNEY HIGH SCHOOL
35 Putney Hill
London SW15 6BH
Tel: 01-788 4886
Headmistress: Mrs. P.A. Penney.
Independent Girls' School (G.P.D.S.T.).
580 girls, 130 in Sixth Form.
Required from January 1988, or September 1987 if possible, an enthusiastic, well qualified graduate as
DEPUTY HEAD (Group 10)
to join the Senior team.
The successful candidate will have academic and pastoral responsibilities throughout the school, and be fully involved in all aspects of school management. Interest in curriculum, Active Tutorial work and staff development essential: timetabling experience welcome but not necessary.
Letters of application with curriculum vitae and the names of two referees should be sent as soon as possible to the Head, from whom further details may be obtained. Closing date 15th May 1987.
(13498)

Bedford High School
GSA – 1052 Girls (Day and Boarding)
HEAD OF CAREERS
Required from 1st September 1987 or 1st January 1988, an experienced teacher to organise the Department and to teach approximately half time-table. Subjects particularly welcome: German, Classics, English. Present Burnham Scale 3 or 4.
Apply with full curriculum vitae, names and addresses of two referees to:
The Headmistress
Bedford High School
Bromham Road
Bedford
MK40 2BS
Closing date for applications Friday 22nd May 1987. (16697)

FORRES
Swanage, Dorset
The Governors of Forres invite applications for the post of
HEAD
which will become vacant in January 1988 on the appointment of the present Headmaster to The Downs School, Malvern.
Full details may be obtained from:–
The Chairman of the Governors of Forres, 8 Darlington Place, Bath BA2 6BX.
Applications close on Friday, 29 May 1987.
(14600)

KING'S COLLEGE SCHOOL
WIMBLEDON, SW19
HMC 615 boys **IAPS 380 boys**
Required for September 1987 a well qualified graduate to join a large and vigorous department teaching Art as a core subject throughout the Junior and Senior Schools to G.C.S.E., A level, and Art College entry. The vacancy in a team of five is for a specialist in three dimensional work, with a sculpture or ceramics background, and willing to contribute to project work in drawing and painting.
Candidates should indicate the contribution they would make to the wider life of the School, including games and extra- curricular activities.
Applications should be addressed to the Head Master and include a full curriculum vitae as well as the names and addresses of two referees. Further particulars of the post may be obtained from the Head Master's Secretary, *King's College School*, Southside, London SW19 4TT.
(01-947 9311.)
(17392)

WARWICKSHIRE
THE KINGSLEY SCHOOL
Leamington Spa
G.S.A. Independent day/boarding school:
436 girls, aged 4–18
Required for September, 1987, a well-qualified
CLASSICS GRADUATE
to share the teaching of Latin and Classical Civilisation up to A level.
Ability to teach the Greek Art and Architecture option in the JACT A level course an advantage. Cambridge Latin is taught up to G.C.S.E.; Greek is taught to G.C.S.E. and A level.
Salary in accordance with nationally agreed scales.
Please apply in writing to the Headmistress, giving full curriculum vitae, and names, addresses and telephone numbers of two professional referees.
(14536)

INDEPENDENT EDUCATION
continued

CLWYD
TEACHER OF COMPUTER STUDIES/COMPUTER SCIENCE
ST. MARY'S COLLEGE,
Abbey Road, Rhos on Sea, Colwyn Bay, Clwyd LL28 4NR
Catholic, co-educational, independent, 10-18 years, run by Oblate Fathers
Required for September, 1987, teacher of Computer Studies/Computer Science, ('O' & 'A' level).
Application should be made to the Rev. Headmaster at the above address, with full c.v. and names and addresses of two referees. Scale 3 post.
(31659) 182024

HERTFORDSHIRE
THE RICKMANSWORTH MASONIC SCHOOL
(G.S.A.)
(600 girls; 120 in Sixth Form)
Required for September 1987:
TEACHER OF COMPUTER STUDIES AND INFORMATION TECHNOLOGY
- SCALE II (London Fringe Allowance)
A qualified, enthusiastic teacher with a practical approach is sought to share in the teaching of Computer Studies to G.C.S.E. and Information Technology in our expanding Science Department. Some teaching of junior sciences or mathematics will also be required. Good resources are provided in excellent laboratories. Accommodation available.
Further details and application forms available from the Headmaster, Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts. WD3 4HF - Tel: (0923) 773168.
(43355) 182024

Craft, Design & Technology

Heads of Department

SUFFOLK
SAINT FELIX SCHOOL
Southwold, Suffolk
370 girls 11-18, 100 in Sixth Form. Selective intake
Required for September 1987, an enthusiastic graduate teacher to be responsible for CDT throughout the School, to GCSE and A Level. First class facilities are available in a new purpose built department housing two workshops, a design studio and full computer facilities. It is important that the applicant has commitment and real innovative talent to match our enthusiasm and investment in this exciting new department. Burnham Scale.
Salary according to qualifications and experience.
Apply in writing to the Headmistress with c.v. and names, addresses and telephone numbers of 2 referees.
(43002) 182118

Other Assistants

ESSEX
BRENTWOOD SCHOOL (HMC)
Required for September, 1987, qualified teacher of Craft, Design and Technology, in thriving department. There are opportunities for full extra-curricular involvement.
Applications, together with the names and addresses of two referees, to the Headmaster, Brentwood School, Brentwood, Essex CM15 8AS.
(43324) 182124

KENT
KING'S SCHOOL
Rochester
HMC: 450 Boys & VI Form Girls
Required for September 1987 an enthusiastic teacher of Craft, Design & Technology to join a newly equipped and expanding department. Applicants should be committed to a design based, multi-material approach to C.D.T. The successful applicant will be involved in the development of foundation G.C.S.E. and A Level courses and encouraged to teach the whole age range. Willingness to make a full contribution to the life of the school outside the classroom is also important.
Salary, Baker Scale.
Further details may be obtained from the Headmaster, to whom applications should be sent together with full curriculum vitae and names and telephone numbers of two referees. (31767) 182124

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22
GSA - 810 girls
Required for September 1987, an enthusiastic teacher to join a well-established and lively CDT department. The suitable candidate should have experience in the C.A.D. and technology aspects of C.D.T. and a knowledge of machine and tool maintenance.
Salary - J.A.G.S. Scale (Baker plus, with Inner London Allowance) according to experience. School accommodation a possibility.
Please apply to the Headmistress, enclosing a C.V. and names, addresses and telephone numbers of two referees. (37341) 182124

ROME
ST. GEORGE'S ENGLISH SCHOOL
Seeks CDT Teacher
Please see Overseas Section.
(45249) 182124

SOMERSET
SHAPWICK SENIOR SCHOOL
Shapwick, Nr. Bridgwater, Somerset
Tel: (0458) 210384
Required for September 1987 a well qualified teacher of C.D.T. up to G.C.S.E. level at this independent boys (13-17) school. The school has its own Craft Block. The successful applicant will be expected to be fully involved in the extra-curricular life of the school. Baker Scale. Salary according to qualifications and experience.
Further details applications should be made by letter enclosing a full c.v. and the names of two educational referees. (37029) 182124

SOUTHAMPTON
KING EDWARD VI SCHOOL
Southampton
Scale 1 post
See panel advertisement'.
(31781) 182124

Economics & Business Studies

Heads of Department

YORK
ST. PETER'S SCHOOL
(HMC; co-educational; 200 in sixth form)
Required for September, 1987, an experienced and well-qualified teacher to take sole charge of 'A' level ECONOMICS (two sets in each year). Willingness to play a full part in the School's extra-curricular life essential. Salary above national scales. Single accommodation may be available.
Further particulars from and applications as soon as possible to The Head Master, St. Peter's School, York YO3 6AB (Tel: 0904 23213).
(31358) 182218

LONDON SW6
LADY MARGARET SCHOOL
Parson's Green, London SW6 4UN
Required from September 1987 Head of Business Studies. Scale 2 post with possibility of Scale 3 for candidate able to take charge of Computer Education. Apply to Headmistress with the names of two referees and C.V. (43424) 182218

Other Assistants

BERKSHIRE
CLAIRES COURT SCHOOL
Ray Mill Road East, Maidenhead, Berks. SL6 8TE
IAPS 250 Day Boys 11 - 16
Required in September 1987: A qualified part-time teacher of GCSE ECONOMICS/COMMERCE in our senior department.
Applications in writing, enclosing c.v. and names, addresses and telephone number of at least two referees, to the Headmaster.
(05921) 182224

CAMBRIDGE
ST MARY'S SCHOOL
Bateman Street, CB2 1LY
Independent R.C. Day School, G.S.A. 600 girls 11-18
Required for September 1987 a graduate teacher of ECONOMICS at A Level. The post would be full time if a subsidiary subject is offered (Geography or Mathematics preferred) or part time (50%) without a subsidiary subject. Burnham or new salary scale.
Applications with curriculum vitae and the names of two referees should be sent as soon as possible to the Headmistress. (05823) 182224

EAST SUSSEX
MAYFIELD COLLEGE
10 - 18 years: 210 boys, boarding and day
Required for September a teacher of Economics and Business Studies to 'A' level. Ability to offer help with Games or Junior History and Geography or Computer Studies would be welcome.
The school has its own salary scale. Single accommodation may be available.
Further details from The Headmaster, Mayfield College, Mayfield, East Sussex TN20 6PL (Tel: 0435 872041).
(37302) 182224

HERTFORDSHIRE
ST ALBANS SCHOOL
(Ex. D.G., Sixth Form 190)
Required in September 1987 a full-time teacher of ECONOMICS to join a thriving department operating at all levels of the school. A Scale 2 post may be available for an experienced applicant.
For further details apply to the Headmaster, St Albans School, Abbey Gateway, St Albans, Herts. AL3 4HB. (Tel: 0727 55709). (37098) 182224

LEEDS
LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN
Independent Day School (1100 Boys)
ECONOMICS graduate required for September to teach this major subject in the School's large Sixth Form.
The appointment is suitable for a probationer of a teacher with a few years' experience and will be made at Burnham Scale 1 or 2 the LGS supplement.
Written applications plus curriculum vitae (giving names, addresses and telephone numbers of two referees) should be sent to the Headmaster as soon as possible. (37040) 182224

LINCOLNSHIRE
THE KING'S SCHOOL
Grantham
VC Grammar School
(Group 10 - 740 boys - 180 in Sixth Form)
Required for September 1987, an enthusiastic graduate Economics teacher (Scale 1). The person appointed will be expected to teach Economics at GCSE and A-level as a member of a strong, well-resourced Economics department, with purpose built accommodation.
A Centre for Industrial Studies is attached to the School and an interest in teaching Industrial Studies would be an advantage. There are good opportunities for curriculum development.
It is expected that the person appointed will play a full part in the life of the School. Further details and application forms are available from the Head Master, The King's School, Brook Street, Grantham NG31 6RP. Closing date: Friday 22 May 1987. (31532) 182224

LONDON SE21
DULWICH COLLEGE
London SE21 7LD
Required for September 1987, a graduate to teach Economics, preferably with Politics, joining a department which has been highly successful at A Level and in Oxbridge entrance. About 90 boys study the subject in each sixth form year. Ability to teach a subsidiary subject and to assist with games or other extra-curricular activities will be appreciated.
Dulwich has its own salary scales, initial placing on which will be according to age and experience.
Intending applicants are advised to write to the Master straight away enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees. Further particulars will then be sent. (31131) 182224

LONDON SW1
ECONOMICS Part-time point 5 post
MORE HOUSE SCHOOL
22-24 Pont Street, London SW1X 0AA
Catholic Independent GSA school. 250 girls 11-18
Required for September experienced graduate to teach A level Economics. New Government salary scales. Inner London Allowance and Government Superannuation.
Applications in writing with telephone number to the Headmistress together with C.V. and names and telephone numbers of two referees.
(37544) 182224

MIDDLESEX
MERCHANT TAYLOR'S SCHOOL
North, Middlesex HA6 2HT
Tel: Northwood 21850
Require for September 1987 AN ECONOMIST.
(05597) 182224

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT
Tel: Bruton (0749) 812277
(Independent Boarding and Day 580 girls)
Required for September 1987 a qualified graduate to teach Economics to A Level in the Sixth Form. State any additional subjects offered e.g. Business Studies, Computer Studies, History.
Apply to the Headmistress at the school, including a full c.v. and names of two referees and s.a.e. (31640) 182224

WORCESTERSHIRE
Required for September, teacher of Accounts to 'A' Level, part-time or full time post available. Second subject preferably Business Studies/Computing.
Apply with Curriculum Vitae and names and addresses of two referees to The Headmaster, Abbey International College, Malvern Wells, Worcestershire WR14 4JF. (05508) 182224

TRURO SCHOOL
TRENNICK LANE
TRURO
CORNWALL
TR1 1TH

(HMC Independent Day and Boarding 780 boys 11-18, 85 girls in sixth form of 250)
Required for September or January
HEAD OF ECONOMICS
The subject is expanding rapidly at Advanced Level and the post will provide opportunities to introduce new courses in economic awareness and business studies.
Applications by Wednesday 20th May, with curriculum vitae, and the names, addresses and telephone numbers of two referees, to The Headmaster, from whom further details may be obtained. (Telephone (0872) 72763).
(40414)

MILLFIELD SENIOR SCHOOL
Co-educational boarding school of 1200 pupils, including over 400 sixth formers.
Required for September 1987:
A teacher to join the expanding Business Studies department, which will shortly be moving into a new purpose-built Technology and Business Studies Centre. Applicants will be required to teach 'A' level Business Studies and GCSE Commerce, to offer help with games/extra curricular activities and to play a full part in the life of the school.
Apply to Headmaster, Millfield Senior School, Street, Somerset BA16 0YD, giving curriculum vitae and the names of two referees.
(13317)

English

Heads of Department

KENT
BROMLEY HIGH SCHOOL, G.P.D.S.T.
Blackbrook Lane, Bickley, Bromley, Kent BR1 2TW
HEAD OF ENGLISH (Burnham Scale 4)
Required for September 1987 a well-qualified and enthusiastic English graduate to lead a lively, successful department and teach English throughout the school to Oxford and Cambridge entrance, with MEG coursework-based GCSE. Experience in examination courses in Drama an advantage.
Apply immediately to the Headmistress, enclosing full c.v. with names, addresses and telephone numbers of two referees.
Interviews will be during week beginning 18th May.
(31529) 182418

SURREY
DUNOTTAR SCHOOL
Reigate, Surrey
Required for September 1987, Head of English Department in this selective independent School of 350 girls (salary equivalent to old scale 3, increased to new National level). Government Superannuation. An interest in Drama could be an advantage but is not essential.
Apply as soon as possible with names and addresses of 2 referees, to The Head, Dunottar School, High Trees Road, Reigate, Surrey RH2 7EL, Tel: Redhill 61945.
(31394) 182418

Other Assistants

BERKSHIRE
CLAIRES COURT SCHOOL
Ray Mill Road East, Maidenhead, Berks. SL6 8TE
IAPS 250 Day Boys 11 - 16
Required in September 1987:
An enthusiastic TEACHER OF ENGLISH up to GCSE to join the department in this thriving boys' independent day school. The successful applicant will also play a major part in the coaching of Rugby and cricket. Salary not less than Government scale plus London Fringe. Starting point dependent upon experience.
Applications in writing, enclosing c.v. and names, addresses and telephone numbers of at least two referees, to the Headmaster.
(05920) 182424

DORSET
BRYANSTON SCHOOL
Blandford
(13-18 boarding: 440 boys, 220 girls)
We require an ENGLISH graduate for September 1987 to teach at all levels up to University entrance.
Willingness to enter fully into boarding school activities, with an ability to coach one of the major sports, would be a recommendation applicable equally to a man or a woman.
Please apply by letter to the Headmaster, Bryanston School, Blandford, Dorset DT11 0PX, enclosing curriculum vitae and the names of two referees. (43080) 182424

EAST SUSSEX
NEWLANDS MANOR SCHOOL
Seaford BN25 3PL
Required for September 1987, a well qualified graduate to teach English at all levels within a flourishing department of this expanding, co-educational (boarding and day) school of 200 pupils, 13 to 18. The successful candidate would also be a resident tutor in a boys' boarding house. A willingness to teach Latin and/or General Studies would be useful but not essential. The post is particularly suitable for a new entrant to the profession who is keen to play a full part in a lively community. Married or single accommodation available.
Please apply, enclosing C.V. together with names, addresses and telephone number of two referees, to the Headmaster. (43453) 182424

HULL
HYMERS COLLEGE HULL
Independent (HMC) 650 boys 11-18
190 in Sixth Form to which girls are also admitted
Required for September 1987.
TEACHER OF ENGLISH
(Temporary or permanent)
"Baker" salary according to qualifications and experience.
The person appointed would teach at all levels, including Oxbridge admissions.
Letters of application (no forms) should be addressed to The Headmaster, Hymers College, Hull HU3 1LW. Tel: (0482) 43555, to arrive before 15th May.
(37005) 182424

LIVERPOOL
THE BELVEDERE SCHOOL
17 Belvedere Road, Liverpool L8 3TF
G.P.D.S.T.
(G.S.A. School)
Required for September, 1987, a well qualified ENGLISH graduate to share in the teaching throughout the school, including G.C.S.E. and Advanced Level.
The ability to teach some Religious Studies, Class Music or French would be a strong advantage.
Applications should be sent to the Head Mistress, enclosing a full curriculum vitae, the names and addresses of two referees and a stamped, addressed envelope, no later than 15th May. (31321) 182424

LONDON SW3
BLACKHEATH HIGH SCHOOL
G.P.D.S.T.
Required for Sept. 1987 English specialist to teach to GCSE & A Level.
Scale according to experience.
Applications in writing, with CV & 2 referees to The Headmistress, 26 Wemyss Rd., London SE3 0TF. Closing date 20 May. (37316) 182424

LONDON SW7
DUFF MILLER COLLEGE
59 Queens Gate, London SW7 5JP
Tel: 01-225 0577
Required for September 1st in this expanding A level and GCSE tutorial college, the following FULL TIME teachers
ENGLISH (candidates should be well-read and capable of coping with a wide range of set books)
SOCIAL SCIENCE (offering two of Economics, Politics, Sociology).
Salaries related to Baker Scale. There may also be vacancies for part-time tutors in various subjects and enquiries are invited. All applicants must be graduates with teaching experience and a particular interest in intensive small-group work.
Applications with full c.v. and names of two referees should be addressed to the Principal within two weeks of this advertisement. Further details are obtainable from the College Secretary.
(31574) 182424

OXFORDSHIRE
BLOXHAM SCHOOL
(HMC Woodard, 150 in Sixth Form)
A young English Graduate is required for September, 1987 to teach the subject throughout the School, including work at 'A' and 'S' levels. The School offers a wide range of extra-curricular activities and the candidate should be willing to take a full part in the life of a Boarding School. The post is open to both men and women. Good bachelor accommodation is likely to be available and there is the possibility of a House Tutorship. Housing is available for a married person. Bloxham Salary Scale.
Further details from The Headmaster, Bloxham School, Banbury, Oxfordshire OX15 4PE. (Tel: 0295 720206)
(31336) 182424

READING
THE ABBEY SCHOOL
Reading
Independent
ENGLISH GRADAUTE
Required in September 1987 to teach throughout the school to University entrance standard. A Scale 2 or 3 post is available for a suitably qualified and experienced candidate.
Please apply to the Headmistress with full curriculum vitae. (31607) 182424

REQUIRED FOR SEPTEMBER qualified Graduate to teach English up to G.C.S.E. Drama would be an advantage! Write Box No TES 00707, Priory House, St John's Lane, EC1M 4BX. (31602) 182424

SURREY
ST. CATHERINE'S SCHOOL
Bramley, Guildford, Surrey
A Church of England Day and Boarding School for 580 girls (5-18)
Required for September a graduate to teach ENGLISH throughout the Senior School (11-18) including sixth form work. This is probably a part-time post, but if a candidate can offer a suitable second teaching subject (History or French preferred) then a full time position can be considered.
Burnham Scale Salary (according to age and experience), Government Superannuation.
Applications, including a curriculum vitae and the names and addresses of two referees should reach the Headmaster by Wednesday, 13th May. 182424
(31516)

WARWICKSHIRE
THE KINGSLEY SCHOOL
Leamington Spa
G.S.A. Girls' independent day and boarding school. 436 pupils, aged 4 - 18
TEACHER OF ENGLISH
(Part-time)
Required for September 1987, a well-qualified graduate to teach ENGLISH part-time to G.C.S.E. and A Level.
Salary in accordance with nationally agreed scales.
Please apply in writing to the Headmistress, giving full curriculum vitae, and names, addresses and telephone numbers of two professional referees. (05058) 182424

Geography

Other Assistants

DORSET
SHERBORNE SCHOOL
Dorset
Teacher of HUMAN GEOGRAPHY required in September 1987. Would suit first appointment. Salary above Burnham. Accommodation available.
Applications should be sent by 22 May with curriculum vitae and names and addresses of two referees to the Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP, from whom further details are available.
(51169) 182624

INDEPENDENT EDUCATION
continued

KENT
WALTHAMSTOW HALL
Sevenoaks, Kent
G.S.A., former Direct Grant, now independent, grammar school, 540 girls 5 - 18, 120 boarders
Requires qualified teacher of Geography for September, preferably to combine part-time teaching up to G.C.S.E. Level with resident House-mistress's duties. Salary maintained scale plus 4% Walthamstow Hall Allowance and London Fringe.
Please apply with c.v. and names and addresses of two referees to the Headmistress.
(31625) 182624

KENT
HEADINGTON SCHOOL
Oxford
A qualified and experienced graduate to teach Geography part-time from September 1987. (approximately 10 lessons). Experience of sixth form work is essential. Also, a qualified graduate from September to teach throughout the school on a temporary basis to cover maternity leave.
These are both readvertisements; previous applicants are being considered and need not reapply.
Applications for both posts should be made in writing with full c.v. and names of two referees to the Headmistress, Miss E.M. Tucker, Headington School, Oxford OX3 7TD. (37050) 182624

MIDDLESEX
HOUNSLOW COLLEGE
Suitably qualified teacher required immediately to take Geography to G.C.S.E. Level and General Subjects in the Junior School.
Ability to assist with Games would be an advantage.
Apply, giving full details to the Headmaster, Hounslow College, The Old Rectory, Park Road, Hanworth, Middx., or Tel: 01-890 3852.
(05362) 182624

SURREY
ROYAL BALLET SCHOOL
155 Talgarth Road, Barons Court, London W14 9DE
Required for September 1987 a graduate teacher of GEOGRAPHY to teach the subject up to GCSE level, with the possibility of developing an A level course in the future. Candidates should offer a second subject, which could usefully be HISTORY or ENGLISH. The School is a co-educational boarding school in Richmond Park with a Senior division at Barons Court. The rewards of teaching highly-motivated, talented young trainee performers make the post particularly suitable for a newly-qualified teacher. Accommodation may be available.
Details and an application form available from the Academic Principal.
(17041) 182624

SUSSEX
ARDINGLY COLLEGE
H.M.C. 490 Coeducational
Sixth Form 180
GEOGRAPHY
Required for September, 1987, a well qualified and enthusiastic graduate to teach Geography to G.C.S.E., 'A' and University Scholarship levels. An interest in field work and a willingness to take part in games and activities would be an advantage. This position would be ideal for a single person, happy to take a residential responsibility in either a boys' or a girls' house.
Apply to the Headmaster, Ardingly College, Ardingly, Haywards Heath, West Sussex RH17 6SQ, enclosing C.V. and the names of two referees.
Ardingly College is one of the Woodard Schools.
(17019) 182624

IBSTOCK PLACE SCHOOL ISAI
(Demonstration School of the Froebel Institute)
Clarence Lane, Roehampton, London SW15
300 pupils, 3-16 years, Co-educational
HEAD OF GEOGRAPHY – AUTUMN TERM 1987
An experienced, enthusiastic teacher required to teach Geography in the Senior School of 140 pupils to GCSE level.
The applicant should have relevant experience and also be prepared to participate fully in the many extra curricular activities of the School. The post would suit a resourceful teacher who would enjoy taking full responsibility in developing their subject.
Salary: Burnham Scale 2 plus Inner London Weighting with single accommodation available if required.
Please apply in writing to the Headmistress enclosing c.v. and the names of two referees.
(16980)

History

Other Assistants

BERKSHIRE
READING BLUE COAT SCHOOL
Sonning-on-Thames, Berks. RG4 0SU
Teacher required September 1987 for History to G.C.S.E. An ability to start 'A' Levels either in Business Studies or Political Studies an advantage. Help with sports and activities welcomed. Baker plus salary scale.
Applications with c.v. and two referees to Headmaster. Tel: Reading 441005. (31462) 182824

HERTFORDSHIRE
RICKMANSWORTH MASONIC SCHOOL
(G.S.A.)
(600 girls: 120 in Sixth Form)
Required for September 1987.
GRADUATE TEACHER OF HISTORY (SCALE 1 POST) - to teach History throughout the School.
An excellent opportunity exists for an ambitious young teacher. Willingness to help in the extra-curriculum essential. Accommodation is available.
Further paticulars and application forms available from the Headmaster, Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts. Tel: (0923) 773168. Closing date for applications - May 22nd 1987.
(43340) 182824

KENT
HOLY TRINITY CONVENT SCHOOL
81 Plaistow Lane, Bromley, Kent BR1 3LL
Tel: 01-460 1712
Independent Grammar School for Girls
Requred for September 1987 a graduate teacher of History and English.
A practising Catholic is preferred.
Apply with C.V. & the names of two referees to the Headmistress. (43205) 182824

LONDON N11
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR
Tel: 01-368 3777
Wanted for September 1987 a teacher of HISTORY at this 11-16 boys' independent school (250 on roll).
A recently trained new entrant to the profession is sought. A generous salary is available for a young graduate who can demonstrate a successful teaching practice record.
Further details from the School Secretary; letters of application to the Headmaster; Closing date May 19th.
(31505) 182824

LONDON NW11
Part-time History teacher required for September 1987 by select girls grammar school in NW London.
Apply with c.v. to Beth Jacob Grammar School, 835 Finchley Road, London NW11 8NA.
(31568) 182824

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
Required for September, qualified graduate to join a flourishing department and teach History throughout the school to Advanced level. Interest in teaching modern (Russian Revolution) A level preferred but not essential. Scale 2 post for experienced applicant, but could be first appointment.
(Apply in writing to the Headmistress with names of 2 referees. (05807) 182824

WILTSHIRE
Grittleton House School require teacher of History to GCSE level and Boys Games.
Full/Part-time. Starting September 1987.
Independent Co-educational Day school.
Further details: Tel: 0249 782434. (31510) 182824

SURREY
ST. GEORGE'S COLLEGE
Weybridge KT15 2QS
Independent school for boys, Catholic, Member of H.M.C.: 620 pupils from 12 to 18 years: 170 boarders, 350 day boys and 100 girls in the Sixth Form.
A well qualified graduate required for September 1987 to teach History throughout the school, including A-level, in a successful department.
Ability to coach games (one or more of Rugby, hockey, cricket, rowing) would be an advantage.
Salary Baker according to qualifications and experience plus a St. George's College allowance.
Applications, together with curriculum vitae and names of two referees, should be sent to the Headmaster.
(05803) 182824

SURREY
COMMONWEAL LODGE SCHOOL
Woodcote Lane, Purley, Surrey CR2 3HB
Required in September, graduate to teach History in this independent day school for girls. Full or part time considered.
Please apply in writing to the Headmistress, stating second subject, with c.v. and names of two referees. (31599) 182824

SURREY
DUNOTTAR SCHOOL
Reigate, Surrey
Required for September, a graduate to teach History. Part-time 3/4 days each week), to G.C.S.E. and Advanced levels. (New National Pay Scales, Government Superannuation.) Please apply as soon as possible with curriculum vitae and addresses of 2 referees to The Head, Dunottar School, High Trees Road, Reigate, Surrey RH2 7EL, Tel: Redhill 61945. (43423) 182824

WORCESTER
History Teacher required in September to teach G.C.S.E. and 'A' level. The position is part-time but could be combined with House Mistress duties.
Please apply in writing to the Headmistress, Lawnside, Great Malvern WR14 3AJ, together with curriculum vitae and names and addresses of two referees. (00187) 182824

Home Economics

Heads of Department

BRIGHTON
BRIGHTON & HOVE HIGH SCHOOL
Montpelier Road, Brighton, East Sussex BN1 3AT
G.P.D.S.T.
Required for September, 1987, Head of Department able to teach Food and Nutrition from 11 - 18, including G.C.S.E. and 'A' Level Home Economics as well as some work with juniors (10-11). Dressmaking is taught in the first two years only. Well equipped H.E. room and Library.
Salary according to experience: Burnham Scale 2 or 3 equivalent.
Please apply in writing to the Headmistress, enclosing a curriculum vitae and names and addresses of two referees, by 15th May. (37321) 183018

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, Graduate or equally qualified person to take charge of Home Economics to G.C.S.E. and Advanced level. This is a flourishing department and would be a scale III post for a suitably qualified and experienced person.
Applications with the names of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX.
(31299) 183018

GWENT
Monmouth School, Monmouth, Gwent NP5 3XP
HMC, 540 boys 11-18, boarding and day
HEAD OF HISTORY
Required for January 1988 an energetic and experienced teacher to be Head of the History Department. Applicants should be well-qualified graduates between the ages of 28 and 45.
Monmouth School own Salary Scale (above Baker).
For further details write to the Headmaster, to whom all applications together with full curriculum vitae and the names of two referees should be sent as soon as possible. All correspondence should be labelled 'History Appointment'.
(13397)

Other Assistants

DORSET
UPLANDS SCHOOL
An independent mixed day school of 350 pupils aged 4-18 years
Required for September 1987:
Well-qualified teacher of HOME ECONOMICS.
Full-time post, salary according to new agreements.
Please apply in writing to the Headmistress, enclosing a full CV and names of two referees.
40 St Osmunds Road, Parkstone, Poole, Dorset BH14 9JY. (31350) 183024

OXFORD
HEADINGTON SCHOOL
An enthusiastic teacher is required from September 1987 to join the Home Economics Department and continue the work of teaching 'A' Level and G.C.S.E. cookery and help with some junior Needlework. The position would suit a newly qualified applicant.
Applicants should apply in writing to the Headmistress, Miss E.M. Tucker, Headington School, Oxford OX3 7TD.
(37052) 183024

Mathematics

Heads of Department

EAST SUSSEX
MAYFIELD COLLEGE
10 - 18 years: 210 boys, boarding and day
Head of Mathematics (SMP) required for September. The school has its own salary scale. Single accommodation may be available.
Further details from the Headmaster, Mayfield College, Mayfield, East Sussex TN20 6PL (Tel: 0435 872041). (37303) 183418

KENT
CANNOCK SCHOOL
Chelsfield, Orpington
Boys' day/boarding Trust. Independent Schools Year Book page 752.
Required in September - qualified teacher to take charge of Mathematics and Computer Studies department. Resident or non-resident. Single/married accommodation available in return for house duties. State pension scheme.
Apply Headmaster with curriculum vitae and names of two referees. (31366) 183418

Other Assistants

BUCKINGHAMSHIRE
Wanted September 1987 Maths. graduate part-time or full-time if offering Computers.
Apply Principal. Write Box TES 00700, Priory House, St. John's Lane, EC1M 4BX.
(05417) 183424

CHELTENHAM
ST. EDWARD'S SCHOOL
Charlton Kings, Cheltenham
Wanted for September, 1987, an ASSISTANT MATHEMATICS TEACHER for the Senior School. The person appointed would join a department with three other members of staff and should be able to teach GCSE Mathematics and the Statistics section of Advanced Level Mathematics. The salary scale would be according to the recent Baker award.
St. Edward's School is a coeducational, Catholic day school being formed from the merging of two neighbouring independent schools. The Senior School (13-18) will have 500 pupils of which over 100 will be in the Sixth Form.
Applications with a c.v. and the names of two referees to the Principal, as soon as possible. (43333) 183424

DORSET
UPLANDS SCHOOL
An independent mixed day school of 350 pupils aged 4-18 years
Required for September 1987:
Well-qualified teacher of MATHEMATICS.
Full-time post, salary according to new agreements.
Please apply in writing to the Headmistress, enclosing a full CV and names of two referees.
40 St Osmunds Road, Parkstone, Poole, Dorset BH14 9JY. (31351) 183424

EAST SUSSEX
EASTBOURNE COLLEGE
A graduate teacher of MATHEMATICS is required for September 1987 to share the teaching of the subject at all levels in a large and flourishing department. Willingness to coach games and contribute to other extra-curricular activities an advantage. Own salary scale. Accommodation available.
Further details on request. Write, with curriculum vitae and the names of two referees, to the Headmaster, Eastbourne College, Eastbourne, E. Sussex BN21 4JX. (05814) 183424

HAMPSHIRE
FERNHILL MANOR SENIOR SCHOOL
New Milton, Hants.
Tel: 0425 611090
Graduate Teacher of Mathematics required for September 1987 (or January 1988). The post involves teaching G.C.S.E. and possibly 'A' level courses.
C.V. and names and addresses of three referees to The Headmaster. Closing date 20th May. (31480) 183424

NORTH LONDON
Friern Barnet Grammar School
Friern Barnet Road,
London N11 3DR
01-368 3777
Wanted for September 1987 a teacher of History at this 11-16 boys' independent school (250 on roll)
A recently trained new entrant to the profession is sought. A generous salary is available for a young graduate who can demonstrate a successful teaching practice record.
Further details from the School Secretary; letters of application to the Headmaster; closing date May 19.
(14507)

ST. CHRISTOPHER SCHOOL
LETCHWORTH, HERTS (0462 679301)
This informal coeducational largely boarding school with 520 pupils from 2½ to 19 seeks an able, energetic and idealistic teacher of:
MATHEMATICS
to A Level
for September 1987.
There are special opportunities for computer application through the Education 2000 project. All staff share in boarding duties and help with extra-curricular activities. Salary related to national scale with DES Superannuation and the possibility of single accommodation.
Further details from the Head, Colin Reid, to whom applications should be sent as soon as possible (and by 22nd May at the latest) enclosing a full CV and names, addresses and telephone numbers of three referees.
(16989)

STOCKPORT GRAMMAR SCHOOL
Independent HMC
Founded 1487
1010 boys and girls 11 to 18
Required for September 1987 Honours Graduate to teach
MATHEMATICS
Throughout the school to Advanced Level and beyond in an exceptionally strong department.
Salary according to age and experience on Burnham plus scale. A willingness to be fully involved with extra curricular activities will be welcomed.
Please apply by letter to The Headmaster, Stockport Grammar School, Buxton Road, Stockport, Cheshire SK2 7AF enclosing a full curriculum vitae and the names of two referees. Information on Stockport Grammar School and the vacancy will be forwarded.
(13599)

INDEPENDENT EDUCATION
continued

KENT
HOLY TRINITY CONVENT SCHOOL
81 Plaistow Lane, Bromley, Kent BR1 3LL
Tel: 01-460 1712
Independent Grammar School for Girls
Required for September 1987 a graduate teacher of Mathematics.
Apply with CV & the names of two referees to the Headmistress. (43204) 183424

KENT
ST. LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(H.M.C. Co-ed. Senior School 350. Sixth Form 120)
MATHEMATICIAN
Required for September 1987 to teach to GCSE and 'A' level.
A committed Christian, able to coach main games and to take on responsibilities in either a boys or girls boarding house, very strong recommendations.
Own Salary Scale.
Apply with C.V. and names of two referees (with telephone numbers) to the Headmaster. (31565) 183424

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
3 Maresfield Gardens
Required for September, qualified graduate to join a flourishing department and share in the teaching of Mathematics throughout the school to Advanced level. This selective girl's school has a large Sixth Form with some 70 girls doing Advanced level mathematics. An interest in teaching computing would be a great advantage. Scaled post for experienced applicant.
Apply in writing to the Headmistress, giving the names of 2 referees. (43327) 183424

LONDON SW7
LYCEE FRANCAIS
35 Cromwell Road, London SW7 2DG
Required for September 1987 an experienced graduate teacher of Mathematics to prepare pupils for the GCSE and A-level.
Salary according to qualifications and experience new Baker scales plus London Allowance.
Apply to the Headmaster with CV and names of referees. (37320) 183424

MIDDLESEX
HAMPTON SCHOOL
Hanworth Road, Hampton, Middx. TW12 3HD
(HMC Independent 850 boys)
Required for September 1987 a graduate to teach Mathematics at all levels in the school.
Salary: Baker scale with Outer London and Hampton allowance. Scale post available for suitably qualified candidate.
Further information available.
Applications with curriculum vitae and names and addresses of two referees to the Headmaster. (31531) 183424

MIDDLESEX
HEATHFIELD SCHOOL
Beaulieu Drive, Pinner, Middlesex HA5 1NB
Required for September 1987, a qualified and preferably experienced teacher of Mathematics for classes up to O-Level, and some A-Level for a suitably experienced candidate. Salary, Scale 2 for experienced candidate plus Outer London Allowance.
Please submit applications in writing including names of referees, and recent testimonials, to the Headmistress. (31615) 183424

NORTH WALES
RYDAL SCHOOL
Colwyn Bay
(HMC Co-Educational mainly Boarding)
Owing to expansion required for September 1987 a well-qualified teacher of MATHEMATICS capable of teaching at least to G.C.S.E. level and preferably beyond. An ability to teach some junior BIOLOGY also essential. A keeness to contribute to the many activities of a boarding school including the D. of E. Scheme a big advantage. Accommodation may be available. Salary Baker plus Rydal allowance.
Please apply giving full CV and names of two referees to the Headmaster, Rydal School, Colwyn Bay, N. Wales. (Tel: 0492 530155). (43418) 183424

PERTHSHIRE
RANNOCH SCHOOL
(SHMIS - 290 pupils)
Teacher of Mathematics required for September, 1987.
Good single or married accommodation available.
Ability to teach Computer Studies an advantage and willingness to help with games and/or extra curricular activities a strong recommendation.
Apply with full curriculum vitae and names and giving names, addresses and telephone numbers of two referees to the Headmaster, Rannoch School, Rannoch, Perthshire or Tel: 088-22-332 for details. (08682) 183424

PERTHSHIRE

MORRISON'S ACADEMY

TEACHER OF MATHEMATICS

There will be a vacancy for a Teacher of Mathematics from September 1987. The department currently presents the SCE examinations in Mathematics at all levels and the successful candidate will be expected to share in that programme.

The person appointed will also be expected to play an active part in co-curricular activities.

Salary will be at the appropriate point on the Scottish Teachers Salary Scale though there is an additional Morrisonian element. Applicants must be registered, or eligible for registration with the General Teaching Council.

Letters of application and curriculum vitae should be sent with the names of two professional referees by Wednesday 20th May to the Rector, Morrison Academy, Crieff PH7 3AN from whom further details are available. (31621) 183424

SHROPSHIRE
ACTON REYNALD SCHOOL FOR GIRLS
Shrewsbury, Shropshire SY4 4DX
This small independent School requires a Resident Teacher of Mathematics (state subsidiary subjects) for September 1987, based on Burnham Scale 1. Full commitment to boarding school necessary.
Further details from the Principal. Tel: Clive (093928) 365. (31391) 183424

SURREY
COMMONWEAL LODGE SCHOOL
Woodcote Lane, Purley, Surrey CR2 3HB
Required in September, graduate to teach Mathematics throughout this independent day school for girls.
Apply in writing to the Headmistress, with c.v. and names of two referees. (31598) 183424

WARWICKSHIRE
THE KINGSLEY SCHOOL
Leamington Spa
G.S.A. Girls' independent day and boarding school. 436 pupils, aged 4-18
Required for September, 1987, a well-qualified graduate to teach MATHEMATICS throughout the school to University Entrance level and COMPUTER STUDIES to G.C.S.E.
Salary in accordance with nationally agreed scales.
Please apply in writing to the Headmistress, giving full curriculum vitae, and names, addresses and telephone numbers of two professional referees. (31148) 183424

BRISTOL
REDLAND HIGH SCHOOL FOR GIRLS
Redland Court, Bristol BS6 7EF
Tel: (0272) 45796
(450 girls 11 - 18 years)
(150 girls 4 - 11 years)
Required for September 1987 a lively and well qualified FRENCH GRADUATE preferably with G.C.S.E. training, to teach throughout the school from Primary French to Advanced Level and University Entrance.
Salary Scale 1.
Advanced Level experience and a high standard of oral competence are both important requirements for this post.
Applications with curriculum vitae (indicating any second language offered) and the names, addresses and telephone numbers of two referees should be sent to the Headmistress by Tuesday 19th May. (31727) 183624

GUILDFORD
ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 day boys aged 11 to 18 - 200 in 6th Form)
Required in September, a well-qualified Graduate to teach FRENCH throughout the school, up to and including university entrance. Modern languages are strong: the department is large, progressive and successful. Academic standards are high; working conditions are excellent. Preference may be given to a candidate able to offer some German; ability and willingness to help with games such as rugby and cricket, and extra-curricular activities such as CCF and Scouts, will be a distinct advantage, as will an enthusiasm for organisation of holidays and exchanges abroad.
Salary Baker plus. Equivalent of Burnham Scale 2 available for appropriately qualified and experienced candidate.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be sent by 22nd June to the Headmaster (French), The Royal Grammar School, High Street, Guildford GU1 3BB. (31452) 183624

KENT
ST. LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(Tel: 0843 592680)
HMC. Co-ed. Senior School 350. Sixth Form 120
Required for September 1987 Modern Linguist to teach SPANISH and FRENCH to GCSE and 'A' level.
A committed Christian, able to coach main games, to take on pastoral responsibilities in either a boys or girls boarding house - strong recommendations.
Own Salary Scale.
Apply with C.V. and names of two referees (with telephone numbers) to the Headmaster. (31566) 183624

LINCOLNSHIRE
STAMFORD SCHOOL
HMC/IAPS
940 Boys, Boarding and Day (8-18)
Required for September a well qualified teacher of MODERN LANGUAGES. Preferred languages GERMAN or FRENCH or RUSSIAN to 'A' level, SPANISH is also taught to 'O' level.
The person appointed will be encouraged to be involved in the busy life of the School, using interests and enthusiasms.
Single accommodation may be available. Salary Baker based with Stamford School Allowance according to age, experience and qualifications.
Applications with full C.V. and names and addresses of two referees to Headmaster, Stamford School, Stamford, Lincs. PE9 2BS from whom further details are available. (04558) 183624

LONDON NW1

FRANCIS HOLLAND SCHOOL
Clarence Gate, London NW1 6XR

Required in September a modern linguist to teach ITALIAN up to A-level & FRENCH up to GCSE at A level.

Apply at once (no forms) to the Headmistress enclosing a c.v. and the names, addresses and telephone numbers of 2 referees. (43330) 183624

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
3 Maresfield Gardens
Required for September, qualified graduate to be responsible for the teaching of Spanish up to and including Advanced level, and to assist in the teaching of either French or German to Ordinary level. This could be a scaled post for an experienced applicant, or a first appointment.
Apply in writing to the Headmistress, giving the names of 2 referees. (43326) 183624

LONDON NW7
MILL HILL SCHOOL
London NW7
Required for September, an Assistant Teacher of FRENCH with Spanish to join a thriving Department with a twenty-year record of Section Bilingue teaching, regular exchanges, commitment to oral work etc. Ability to play a leading role in Sixth Form Girls games will be a major advantage.
Accommodation available.
MILL HILL is an HMC boarding school with strong day side: 540 pupils including 210 in Sixth Form. Exceptional facilities and grounds: location encourages metropolitan interests. Own salary scale above Burnham/Baker.
Applicants invited, with details of two referees, to the Head Master, Mill Hill School, London NW7 1QS. [illegible] available. (43012) 183624

LONDON NW3
UNIVERSITY COLLEGE SCHOOL
(Hampstead)
HMC 520 boys 200 in the Sixth Form
Required for September 1987 a Graduate Linguist to teach French to Advanced Level, with subsidiary German. This could be an exciting first job, or an attractive change for an experienced teacher. A willingness to assist with games, particularly rowing, and extra-curricular activities, will be an advantage.
Salary will be according to qualifications and experience. U.C.S. has its own Salary Scale. (£10,505 - £16,480 with allowances for special responsibilities).
Applications, enclosing curriculum vitae and the names and addresses of two referees, should be made to the Head Master, University College School, Frognal, Hampstead, London NW3 6XH. (Closing date for applications 18th May). (37095) 183624

LONDON SW19
Required for September 1987 a French teacher for small independent girls day school (approximately 200 pupils 4-16 years).
We require a well qualified, enthusiastic person to teach French from the age of 8 up to GCSE.
Baker based salary plus Inner London Weighting. This is a full-time post, but part-time applicants would be considered.
Apply in writing to the Headmistress, The Study, 4 Peek Crescent, Wimbledon SW19 with full CV and names of two referees. (31530) 183624

LONDON SW1
GERMAN Part-time point 5 post
MORE HOUSE SCHOOL
22-24 Pont Street, London SW1X 0AA
Catholic Independent GSA school. 250 girls 11-18
Required for September, experienced graduate to teach German and a little French to GCSE level with the possibility of A-level work in the future. New Government salary scales, Inner London Allowance and Government Superannuation.
Applications in writing and telephone number to the Headmistress together with C.V. and names and telephone numbers of two referees. (37343) 183624

NOTTINGHAM
TRENT COLLEGE
Long Eaton, Nottingham NG10 4AD
(HMC, 600 pupils of whom 320 are boarders, 230 in Coeducational VI Form)
Required for September 1987, enthusiastic Modern Languages graduate to join lively & successful Dept. to teach French throughout the school and also some Spanish. Willingness to contribute to extracurricular activities essential, and an outstanding Rugby coach could be at an advantage. Burnham plus.
Applications with names of 2 referees to Headmaster. (43081) 183624

SHROPSHIRE
ACTON REYNALD SCHOOL FOR GIRLS
Shrewsbury, Shropshire SY4 4DX
This small Independent School requires a Resident Teacher of Modern Languages, German/French (state subsidiary subjects) for September 1987, based on Burnham Scale 1 Full commitment to boarding school necessary.
Further details from the Principal, Tel: Clive (093928) 365. (31392) 183624

SURREY
KING EDWARDS SCHOOL
Witley
(HMC - coeducational, boarding, Assisted Places, 515 pupils 11-18)
Required for September 1987 well qualified graduate to teach French with some German at all levels. Salary Burnham Scale 1. Accommodation or living out allowance available.
Application form and further details from Headmaster, King Edward's School, Witley, near Godalming, Surrey GU8 5SG. (08433) 183624

SURREY
REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent: 780 boys aged 10 - 18 with 60 girls in the sixth form)
Required for September 1987, well-qualified honours graduate to share the teaching of FRENCH in a large and successful Modern Languages Department equipped with a Tandberg Language Laboratory. An interest in games, C.C.F. or outdoor pursuits would be a useful additional recommendation.
Salary on national scales according to qualifications and experience. Generous assistance with removal expenses.
Further particulars may be obtained from the Headmaster to whom applications should be sent as soon as possible, giving full personal details and the names and addresses of three referees. (05825) 183624

SUSSEX
ARDINGLY COLLEGE
H.M.C. 490 Coeducational, Sixth Form 180
FRENCH
Required for September 1987, a well qualified French graduate to teach French throughout the School to O and A Level, and Spanish to O Level. A desire to help with exchanges would be welcome.
This position would be ideal for a single person happy to take residential responsibility in either a girls' or a boys' house.
Apply to the Headmaster, Ardingly College, Ardingly, Haywards Heath, West Sussex RH17 6SQ, enclosing C.V. and the names of two referees.
Ardingly College is one of the Woodard Schools. (05677) 183624

Music

Heads of Department

BUCKINGHAMSHIRE
PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe HP15 6LP
Independent Boarding and Day School for 340 girls aged 8-18
HEAD OF MUSIC
Required for September 1987 a well qualified, experienced and enthusiastic graduate for the post of Head of Music. There are three choirs and an orchestra.
Applications with curriculum vitae and the names and addresses of two referees should be sent to the Headmistress, from who further details may be obtained. (43007) 183818

DORSET
SHERBORNE SCHOOL
Dorset
Head of Keyboard Studies required in September 1987.
Salary above Burnham. Accommodation available.
Applications should be sent by 22 May with curriculum vitae and names and addresses of two referees to the Head master's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP, from whom further details are available. (31168) 183818

LONDON W1

QUEEN'S COLLEGE
43-49 Harley Street, W1

Independent girls' day school (120 in VI Form)

DIRECTOR OF MUSIC

There will be a vacancy in September 1987 for a Director of Music in the College. The successful candidate will be an experienced and well-qualified graduate, prepared to teach throughout the school up to University Entrance level, to organise an expanding department and to develop the musical life of the School. The College has 15 visiting music staff, two orchestras, two choirs, organises subscribing concerts and offers considerable scope and a real challenge to an energetic and enthusiastic candidate.

Applications, with a full curriculum vitae and names and addresses of two referees, should be sent to the Principal before 15th May. (31928) 183818

GRESHAM'S SCHOOL
HOLT, NORFOLK

MODERN LINGUIST

required for September 1987.

We are looking primarily for a qualified graduate to teach FRENCH throughout the school on a full timetable including Sixth Form work for one, two or three terms. A permanent post may be available after that time.

A willingness to take part in games or other activities would be a strong advantage. There is the possibility of accommodation being available with board and lodging for an unmarried person. The school is fully co-educational and applications from women as well as men would be welcomed. The school has its own salary scale and a salary will be offered according to age and experience.

Applications with full c.v. and names and addresses of two referees to the Headmaster as soon as possible. Tel. Holt (0263) 713271. (17000)

STOCKPORT GRAMMAR SCHOOL
Independent HMC
Founded 1487
1010 boys and girls 11 to 18

GERMAN

EXPERIENCED HONOURS GRADUATE to teach GERMAN to Advanced Level and beyond in a strong department in a newly opened centre required from September 1987. French is the second Modern Language.

Salary according to age and experience on Burnham plus scale. A willingness to be fully involved with extra curricular activities will be welcomed.

Please apply by letter to The Headmaster, Stockport Grammar School, Buxton Road, Stockport, Cheshire SK2 7AF enclosing a full curriculum vitae and the names of two referees. Information on Stockport Grammar School and the vacancy will be forwarded.

Modern Languages

Other Assistants

BIRMINGHAM
EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
31 Calthorpe Road, Birmingham B15 1RX
Required for September 1987 - GRADUATE TEACHER FOR GERMAN TO ADVANCED LEVEL WITH FRENCH TO ORDINARY LEVEL.
Salary: Burnham Scale 1 or 2 according to qualifications and experience.
Applications, in letter form with full curriculum vitae and stamped addressed envelope, should be submitted to the Headmaster as soon as possible. (05470) 183624

BRISTOL

BRISTOL GRAMMAR SCHOOL

H.M.C., Ex Direct Grant, Co-educational, 1000

Applications are invited for the Scale 1 or equivalent post of

FRENCH/RUSSIAN TEACHER,

as from September, 1987.

An energetic and well qualified specialist is required. Ability to help with games or extra curricular activities an advantage.

Further details from the Headmaster, to whom applications should be made, together with c.v. and names of 3 referees, as soon as possible.

Bristol Grammar School, University Road, Bristol BS8 1SR.

Tel: Bristol (0272) 736006. (05549) 183624

ESSEX
ST. JOHN'S SCHOOL
Stock Road, Billericay, Essex CM12 0AR
Full-time teacher of French to G.C.S.E. level required for September 1987. Scale 2 may be available for suitably qualified applicant.
Apply in writing with full c.v. to the Headmaster. (31613) 183624

WARMINSTER SCHOOL
SHMIS — Boarding & Day, 440 pupils
DIRECTOR OF MUSIC

Required for September 1987 if possible or January 1988

Salary above national scale.
Accommodation available for a single person.

Apply to: The Master, Warminster School, Warminster, Wilts BA12 8PJ. Tel: (0985) 213038. With the names, addresses and telephone numbers of two referees. (16987)

INDEPENDENT EDUCATION
continued

SUFFOLK
SAINT FELIX SCHOOL
Southwold, Suffolk
Independent 370 girls 11-18
110 in Sixth Form
Required for September 1987 a well qualified musician to be ORCHESTRAL DIRECTOR.
The successful candidate will be a strings specialist, who will be responsible for the development of the School's orchestral work as well as giving some individual tuition. A full-time appointment is envisaged, but applications from experienced instructors seeking a part-time post might be considered. Salary Burnham Scale 2. Non-resident.
Apply in writing to the Headmistress with full c.v. and names, addresses and daytime telephone numbers of 2 referees (05926) 183818

Other Assistants

DORSET
ST MARY'S SCHOOL
Shaftesbury, Dorset SP7 9LP
Independent Roman Catholic Girls Boarding & Day School
Girls 353 aged 9-18 years
Required for September, 1987 a full time experienced Music teacher to join a large and lively department. Mainly piano teaching but some classwork. Must be a competent pianist. Ability to offer a second instrument an advantage.
Salary Burnham Scale 1.
Applications with curriculum vitae and the names and addresses of two referees to the Headmistress. (41115) 183824

GLOUCESTER
GLOUCESTER CATHEDRAL
Require an ALTO LAY CLERK for September 1987.
This post may be held in conjunction with a teaching post in the Upper or Middle Departments of THE KING'S SCHOOL (The Cathedral School - Independent Co-educational day and boarding). Candidates offering Music and/or Mathematics would be preferred but applications from qualified teachers would be welcomed.
Details in the first place from The Chapter Steward, 18 College Green, Gloucester GL1 2LR. (31142) 183824

HAMPSHIRE

PORTSMOUTH GRAMMAR SCHOOL

HMC Independent Day School

ASSISTANT DIRECTOR OF MUSIC

Required for September 1987. Opportunities for GCSE and 'A' level teaching. Instrumental tuition and choral and orchestral work as well as involvement in other school activities. Strong links with the Cathedral and many musical outlets in the city. Burnham plus PGS Allowances.

Applications in writing, with full c.v. and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (37332) 183824

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
Tel 01-207 4323
Required in September 1987 to join a lively and energetic Music Department, a Visiting Teacher of Piano with some Organ. (At least three days' work envisaged).
Details available from the Director of Music (Mr Alan Taylor) to whom curriculum vitae and names of two referees should be sent.
Closing date 23rd May 1987. (31495) 183824

KENT
KENT MUSIC SCHOOL
Auditions/interviews will be held in June 1987 for the following instrumental teaching appointments:
Full-time from September 1987
VIOLIN/VIOLA TEACHER
Burnham Scale 1 or Scale 2 (for added responsibility) Nor Kent Area.
Part-Time from September 1987
VIOLIN TEACHER
(TEMPORARY - Maternity Leave) Mid Kent and North Kent Areas 8/9 hours per week.
Car ownership essential all appointments.
Closing Date for applications: FRIDAY 22nd MAY 1987.
Application forms from: The Director, Kent Music Centre, The Master's House, College Road, Maidstone, Kent ME15 6YQ. Tel: Maidstone (0622) 690404. (37017) 183824

LONDON SE22
ALLEYN'S SCHOOL
Dulwich
Independent, co-educational day school
900 pupils
Part-time Teacher of Music required for September, 1987.
An enthusiastic and imaginative musician is being sought to work mainly in the Junior School (11-13 year olds). A teacher with a positive sympathy towards the needs of this age group would find this post both stimulating and rewarding.
Private instrumental teaching and/or secretarial work will be available to suitably interested candidates.
Alleyn's is very musically, with two full Orchestras, two Chamber Orchestras, Wind Orchestra, two Brass Ensembles, two Choirs and Chamber Choir. Chamber Music is also strongly featured.
Applications, together with c.v. and names, addresses and telephone numbers of two referees should be sent to the Headmaster, from whom further details of the post are available. (31390) 183824

SURREY
CATERHAM SCHOOL
HMC Boarding and Day
430 pupils. 6th Form 160 includes some girls
Required for September, 1987.
Teacher of MUSIC to assist with teaching throughout the School to GCSE and A level, teach a number of instrumental pupils and contribute fully to extra-curricular musical activities. Flourishing Department and new Music School being built.
Applications with full curriculum vitae and names of 3 referees should be sent to the Headmaster, Caterham School, Harestone Valley, Caterham, Surrey CR3 6YA. (31189) 183824

SURREY
COMMONWEAL LODGE SCHOOL
Woodcote Lane, Purley, Surrey CR2 3HB
Required in September, graduate to be responsible for Music throughout this independent day school for girls. Full or part time considered.
Apply in writing, stating second subject, with c.v. and names of two referees. (31600) 183824

SURREY
ST. CATHERINE'S SCHOOL
Bramley, Guildford, Surrey
Due to expansion within the department, a vacancy exists for a full time graduate TEACHER OF MUSIC for September for the Senior School (11 - 18 years). The successful applicant will teach class music, including G.C.S.E. and possibly 'A' Level work, and also take on some ten periods of piano and/or organ tuition. An interest in out of school choral and instrumental work is essential. This post might suit a first appointment, and could be residential.
St. Catherine's is a Church of England Day and Boarding School for 580 girls, of whom 430 are in the Senior School (11 - 18).
Burnham Scale 1 Salary. Government Superannuation.
Applications, including curriculum vitae and the names and addresses of two referees, should reach the Headmaster by Wednesday, 13th May. (37044) 183824

ROSEMEAD SCHOOL
East Street, Littlehampton
G.S.A. boarding and day school for 230 girls

Required for September 1987, Director of Music and the Barn Art Theatre, a converted Sussex flint barn on the school site and used by the local community.

Salary — Baker basic scale plus incentive allowance.

Applications with full C.V., names and addresses of 2 referees and details of current salary should be sent as soon as possible to:-
The Principal,
Rosemead School,
East Street,
Littlehampton
Further particulars available on application. (16972)

QUEENSWOOD SCHOOL, HERTFORDSHIRE
(G.S.A. 400 Boarder girls aged 11-18; 50 in the LVI)

LOWER SIXTH HOUSEMISTRESS

required for September to manage a new LVI House. This is a new appointment. Free board and lodging will be available in a new self-contained flat suitable for a single or married applicant.

The post will carry considerable responsibility and status and requires an experienced graduate teacher, preferably with residential experience, who has a real and lively interest in this age group. She will be required to teach (Modern Languages, History of Art or Geography are preferred subject areas).

Salary will be on the new National Basic Scale plus £1,000.00 allowance (equivalent to present Scale 3).

Applications, including a curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmistress, Queenswood, Shepherd's Way, Brookmans Park, Hatfield, Herts. Closing date 13th May 1987. (14506)

Pastoral

Heads of Department

LINCOLNSHIRE
ST. JOSEPH'S SCHOOL
Lincoln
GSA Girls 300 3-18
RESIDENT SENIOR HOUSEMISTRESS
Required: September 1987, to take charge of a boarding house of 65 girls aged 7 - 18 within a predominantly day school.
The post is a new one, created to meet an expansion in the boarding section of the school, and offers an opportunity to a qualified teacher who is interested in the challenge of a new situation to become part of the senior management team of the school. The post combines some teaching with overall pastoral care and extra-curricular direction of the boarders. Enhanced salary for suitably qualified person.
Apply immediately to the Headmistress, St. Joseph's School, Upper Lindum Street, Lincoln LN2 5RW. (0522 43764). (05085) 184018

STAFFORDSHIRE
ABBOTS BROMLEY
(SCHOOL OF S. MARY AND S. ANNE)
Rugeley, Staffordshire WS15 3BW
(Woodard Corporation)
G.B.G.S.A., G.S.A.)
Requires a HOUSEMISTRESS to take charge of a boarding house of approximately 40 girls, and also some teaching.
Apply in writing to the Headmistress giving details of age, qualifications, experience and teaching subjects, together with the names and addresses and telephone numbers of two referees. Salary negotiable. (31635) 184018

Other Assistants

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT

PASTORAL

Required for September. Assistant Housemistress to help with the running of one of the school's five Middle School Boarding Houses, consisting of 80 girls aged 11-16 years. The successful candidate will share the responsibility with a Housemistress and Housekeeper. The salary will be according to the experience and qualifications of the applicant. Accommodation is provided both within the House and in a separate flat. Generous allowances are made for food, laundry etc.

Applications should state which subjects they can teach in their letter of application to the Headmistress, please also enclose c.v. (31193) 184024

GLOUCESTERSHIRE
SELWYN SCHOOL
Matson House, Gloucester GL4 9DY
300 girls aged 4-18
RESIDENT HOUSE TUTOR
Required for September.
See 'Other than by subject classification' Section.
(05673) 184024

KENT
WALTHAMSTOW HALL
Sevenoaks, Kent
G.S.A., former Direct Grant, now independent, grammar school, 540 girls 5 - 18, 120 boarders
Requires qualified teacher for September, to combine resident House-mistress's duties with part-time Geography teaching up to G.C.S.E. Level. Salary maintained scale plus 4% Walthamstow Hall allowance and London Fringe.
Please apply with c.v. and names and addresses of two referees to the Headmistress. (31626) 184024

PERTHSHIRE
RANNOCH SCHOOL
(SHMIS - 290 pupils)
There are two posts available for September, 1987. One is for a resident bachelor to assist in running a boys' House, ages 13-18. The other is for either a resident bachelor or married couple to assist in running a boys' House, ages 11-13.
Good free accommodation available for both posts.
Ability to teach Mathematics an advantage, but any subject considered. Willingness to help with games and extra-curricular activities a strong recommendation for these posts.
Apply with full curriculum vitae and giving names, addresses and telephone numbers of two referees to the Headmaster, Rannoch School, Rannoch, Perthshire or phone 088-22-332 for details. (08681) 184024

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT
Required for September 1987 an Assistant House Mistress (non-teaching) to help with the running of a 12-17 year old boarding house. Could be suitable for a young graduate for a one year appointment.
Applications with full c.v. to the Headmistress at the school, including the names of two referees and s.a.e. (31641) 184024

SUFFOLK
SAINT FELIX SCHOOL
Southwold, Suffolk
Independent 370 girls
Required from September 1987 a resident HOUSEMISTRESS to be responsible for a boarding house for 50 girls aged 11-17. Own flat which may be used throughout the year. This post would suit a qualified teacher who wished to combine pastoral responsibilities with teaching; or it could be a non-teaching appointment.
Salary according to qualifications and experience.
Apply in writing to the Headmistress with c.v. and names, addresses and telephone numbers of 2 referees. (43001) 184024

Physical Education

Heads of Department

CHESHIRE
THE QUEEN'S SCHOOL
Chester
Independent
A well qualified teacher is required for September, 1987 as HEAD OF THE PHYSICAL EDUCATION DEPARTMENT (Scale 2) to be responsible for the subject throughout the Junior and Senior Schools (girls 8-18). Candidates should have a strong interest in hockey and tennis. The school has its own indoor heated swimming pool, games field and modern gymnasium. There is a wide range of activities at Sixth Form level.
Please send letters of application, with full curriculum vitae and the names and addresses of two referees, to the Head Mistress at the school, City Walls Road, Chester CH1 2NN. (05700) 184218

Other Assistants

COUNTY DURHAM
POLAM HALL SCHOOL
Darlington DL1 5PA. Co Durham
Wanted for September 1987 full time teacher of PE/Games to share the teaching of the subject throughout the Senior School and to teach some classes in the Junior Department. Resident or non-resident.
Apply in writing with a current c.v. and the names of two referees to Headmistress by 15th May 1987. (43329) 184224

SUFFOLK
WOODBRIDGE SCHOOL
(510 Pupils 11 to 18 Co-educational, H.M.C.)
Required in September a full-time resident

HOUSEMISTRESS/ MATRON

for a small girls' boarding house. Good single or married accommodation. Could be a dual appointment with a husband also appointed as a member of the teaching staff. Qualified graduates to teach one or a combination of the following subjects are sought: Science, CDT., Maths/Computing. A willingness to help with extra curricular activities would be expected.

Further particulars on request. Apply with full C.V. and names of two referees to The Headmaster, Woodbridge School, Woodbridge, Suffolk, IP12 4JH. Tel. 0394 385547 by Friday, 22nd May, 1987. (12509)

ROSEMEAD SCHOOL
East Street, Littlehampton
G.S.A. boarding and day school for 230 girls

Assistant House Mistress required for September 1987 to share responsibility for boarding house of approximately 60 girls. A teaching commitment of approximately ½ time will be accepted.

Salary — Baker basic scale plus incentive allowance.

Applications with full C.V., names and addresses of 2 referees and details of current salary should be sent as soon as possible to:-
The Principal,
Rosemead School,
East Street,
Littlehampton
Further particulars available on application. (16973)

SOLIHULL SCHOOL
West Midlands
(H.M.C.: 955 pupils 7-18 (70 girls in the Sixth Form))

PHYSICAL EDUCATION and GAMES

teacher required for September 1987 to take PE classes, teach some lessons in at least one other subject (to as high a level as possible) and to play a major part in the games coaching programme (main games: rugby, cricket, hockey, athletics, swimming). Modern Sports Hall, gymnasium, indoor swimming pool and large area of fields on school site.

Salary: national scale plus special Solihull School allowance.

Applications plus curriculum vitae, and names, addresses and telephone numbers of two referees, by 18th May to Headmaster, Solihull School, Solihull, West Midlands, B91 3DJ (021-705 0958/4273) from whom further details of the school and the post should be obtained. (13316)

ROSEMEAD SCHOOL (G.S.A.)
East Street, Littlehampton, West Sussex
(230 boarders)

Required September 1987 a

FULL-TIME TEACHER OF P.E.
(Basic Scale-Baker)

Residential accommodation available.

Please apply to the Principal with full C.V. including present salary and names and addresses of two referees.

Closing date: 15th May 1987. (17374)

INDEPENDENT EDUCATION
continued

DEVON
PLYMOUTH COLLEGE
HMC 11-18 Day and Boarding School
680 pupils, Sixth Form 210 including 50 girls
Required for September 1987. Graduate to teach Physical Education throughout the school. The appointment will be a fixed contract for 3 years during the leave of absence of a member of staff abroad. It would particularly suit a new entrant seeking a first post. Newly opened sports hall and outdoor pursuits centre. The successful applicant will be expected to contribute some teaching periods to another department. Ability to assist with the coaching of a major sport and assist with other extra curricular activities an additional recommendation.
Resident accommodation available for a bachelor prepared to assist with Boarding duties.
Application including a full curriculum vitae and the names, addresses and telephone number of two referens to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (37311) 184224

ESSEX
BANCROFT'S SCHOOL
Woodford Green, Essex IG8 0RF
Independent. Coed. 700 pupils. HMC
Required for September a graduate to teach physical education and to take a particular interest in girls' games while having a responsibility for helping to plan, administer and integrate PE and games throughout the School. The post will suit an able and enthusiastic teacher with some years' experience, keen to exercise responsibility and leadership within a lively department and to contribute widely to the life of the School. A strong subsidiary subject is essential. Salary on new scales with responsibility allowance according to experience. Other benefits include fee reduction for children of staff, BUPA, help with removal expenses and, in some cases, mortgage.
Letter of application to the Head Master with curriculum vitae and names, addresses and telephone numbers of 2 referens. Further particulars will be sent to all applicants. (43478) 184224

NORTHAMPTONSHIRE
WELLINGBOROUGH SCHOOL
PE/boys' games specialist, combined with either Mathematics or Physics or Geography teaching required for September 1987. Classroom teaching of at least half a week's timetable will be required in one or two of the subjects mentioned.
Salary on the Government scale according to qualifications and experience. Accommodation can be provided if a single person is appointed.
Please apply to the Headmaster, Wellingborough School, NN8 2BX with cv and the names of two referens. (31506) 184224

OXFORD
HEADINGTON SCHOOL
Required for September 1987, a full-time specialist Physical Education teacher, to teach all aspects of the subject throughout the school. An interest in netball and hockey is desirable and a commitment to extra curricular activities essential. The post would be suitable for a recently qualified applicant, but more experienced candidates would be considered.
This is a readvertisement; previous applicants are being considered and need not reapply. Applicants should apply in writing with full c.v. and names of two referees to the Headmistress, Miss E.M. Tucker, Headington School, Oxford OX3 7TD. (37051) 184224

Religious Education

Heads of Department

SURREY
GREENACRE SCHOOL
Sutton Lane, Banstead, Surrey SM7 3RA
GSA 440 girls 4-18
HEAD OF RELIGIOUS STUDIES
Required for September teaching to GCSE and A Level.
An interest in the pastoral side of school life is essential as well as good qualifications, enthusiasm and a firm Christian faith.
Apply by letter to the Headmistress with full c.v. and the names and addresses of two professional refernes. (43009) 184418

KENT
SEVENOAKS SCHOOL
Sevenoaks, Kent
HMC Co-educational, 900 pupils (400 in Sixth), Boarding/Day
Requires for September 1987 (or January 1988)
HEAD OF RELIGIOUS STUDIES
A well-qualified graduate is sought who will be responsible for the teaching of Religious Studies throughout the School, including the ability to co-ordinate the subject for GCSE and 'A' Level.
Salary will be above Baker; housing available.
Applications, including the names, address and telephone numbers of two referees, to the Headmaster, Sevenoaks School, Kent TN13 1HU Tel: 0732 455133. (05870) 184418

Other Assistants

GLOUCESTERSHIRE
The Cheltenham Ladies' College requires for September 1987 an honours graduate qualified to teach theology within the Divinity Department, throughout the school to 'A' Level.
Salary will be according to qualifications and experience.
Please apply in writing to the Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham, Glos. GL50 3EP., enclosing a C.V. and the names and addresses of two referees. (31508) 184424

LONDON
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for September 1987, a well qualified part-time teacher of Religious Education for approximately two days a week. This is a Girls' Independent School of 700 pupils with 200 in the Sixth Form.
The successful candidate will be required to teach general Religious Education throughout the school, including the Sixth Form and there will be the possibility of G.S.C.E. and A.L. teaching in the future.
Salary will depend on qualifications and experience.
Apply by letter to the Headmistress at the school with curriculum vitae and the names, addresses and telephone numbers of two referees. Closing date for application is Friday 22nd May. (31869) 184424

KENT
ST. MARY'S CATHOLIC INDEPENDENT SCHOOL
Folkstone, Kent
Required for September 1987. R.C. RELIGIOUS EDUCATION SPECIALIST to teach R.E. throughout the Senior School 11 - 16 years.
Apply to Headmistress with C.V. and two references. (37022) 184424

SOUTHAMPTON
KING EDWARD VI SCHOOL
Southampton
Scale I post
See panel advertisement. (31778) 184424

Science

Heads of Department

LANCASHIRE
ROSSALL SCHOOL
Fleetwood, Lancashire
Required for September 1987 HEAD OF PHYSICS. Help with games and/or activities an advantage. Resident post for single person: married accommodation available. Rossall Salary Scale.
Full particulars and application form from the Headmaster (Tel: Fleetwood (039-17) 3849. (05530) 184818

OXFORDSHIRE
BLOXHAM SCHOOL
(HMC Woodard 150 in the Sixth Form)
HEAD OF CHEMISTRY
A good honours graduate is required to lead a successful Chemistry Department, starting in either September 1987 or January 1988. Willingness to play a full part a full part in the life of a boarding school is essential. Married or bachelor accommodation available. Own Salary Scale.
Further details from the Headmaster, Bloxham School, Banbury, Oxon OX15 4PE (Tel: 0295 720206) to whom application should be made, including C.V. and names and addresses of two confidential referees. (43475) 184818

Other Assistants

BUCKINGHAMSHIRE
Wanted September 1987 Chem. Graduate A.L. work.
Apply, The Principal, Write Box TES 00701, Priory House, St. John's Lane, EC1M 4BX. (05418) 184824

CAMBRIDGE
THE PERSE SCHOOL FOR GIRLS
Union Road, Cambridge CB2 1HF
Required in September good honours graduate to share in the teaching of Chemistry throughout the School, incuding G.C.S.E., A Level and Oxbridge.
Please write with details of qualifications, training and experience, and the names and addresses of two references, to the Headmistress, by May 15th. (31337) 184824

CROYDON
CROYDON HIGH SCHOOL
Old Farleigh Road, Selsdon, South Croydon CR2 8YB
GPDST
Required for September 1987 well qualified and experienced help in the teaching of all three Sciences, full or part time, at least to GCSE.
Required for September 1987 graduate teacher of CHEMISTRY to share in the work of a large and flourishing Science Department, and to teach throughout the school up to and including Advanced Level. Temporary with a view to permanent post.
Written applications to the Headmistress with c.v., names and addresses of 2 referees. (43258) 184824

CROYDON
WINTON SCHOOL
Required in September two graduates (one to teach biology and one to teach Physics to G.C.S.E. and 'A' Level to classes of 16 pupils (maximum).
Burnham salary, scale according to experience, plus London Weighting.
Please apply by letter with C.V. telephone number and details of two referees to The Headmaster, Winton School, 205 Addiscombe Road, Croydon CR0 6SP. (37116) 184824

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE
Required in September: a teacher of Chemistry to A Level or of Chemistry with Junior Physics and-or A Level Mathematics. Burnham Scale I with free residence and board or with rent-free cottage. The cottage would take a married couple, one of whom might share the Science or offer some A Level French or Art or History of Art or Music or Games, in particular Lacrosse.
Apply with names of referees and telephone number, if any, to the Headmaster of the College, Temple Dinsley, Preston, near Hitchin, SG4 7RT. (31722) 184824

HERTFORDSHIRE
ST. HILDA'S SCHOOL
Bushey, Herts. WD2 3DA
Independent Day School for 200 Children 3 to public examinations
Teacher of Biology and General Science for Senior School required for September 1987.
0.6 minimum, full time can be considered.
Applications with CV and names of two referees to Head Mistress. (31711) 184824

LONDON (ESSEX)
CHIGWELL SCHOOL
HMC/IAPS - 570 boys/Sixth Form girls - day/boarding
Required in September a graduate to teach Chemistry throughout the School. Excellent facilities. Salary Baker Scale, plus Chigwell Allowance. Accommodation available.
Applications to and details from the Headmaster, Chigwell School, Chigwell, Essex IG7 6QF (Tel: 01-500 2570/1396). (05084) 184824

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22
GSA - 810 girls
Required for September 1987, Chemistry graduate on a part-time basis (approximately half a full time-table). The department has three full-time chemists. 'A' level work available for a well-qualified candidate.
Salary - J.A.G.S. Scale (Baker plus, with Inner London Allowance) according to experience.
Please apply to the Head mistress, enclosing a C.V. and names, addresses and telephone numbers of two referees. (31139) 184824

LONDON SW11
EMANUEL SCHOOL
Independent
711 boys aged 10 - 18
Required for September 1987, a graduate to teach PHYSICS throughout the school to A level.
The school has a strong science department with eleven science staff three technicians and 10 laboratories and 1/3 boys take physics with chemistry up to O level.
Scale post available according to experience. Applications with curriculum vitae (no forms) and the names of two referees to the Headmaster, Emanuel School, Battersea Rise, London SW11 1HS as soon as possible. (05528) 184824

INDEPENDENT EDUCATION
continued

LONDON
LATYMER UPPER SCHOOL
Independent. HMC. 1000
Required for September 1987, a graduate to teach PHYSICS throughout the school to GCSE and 'A' Level.
Salary Burnham on a scale appropriate to experience, plus Fringe and Inner London allowances. Bachelor accommodation might be available on a long term time, if required.
Further details may be obtained from the Headmaster, Latymer Upper School, King Street, London W6 9LR, to whom applications should be sent including full curriculum vitae and the names of two referees. (31459) 184824

MIDDLESEX
TAYLOR'S SCHOOL
...rth, Middlesex HA6 2HT
Tel Northwood 21850
Require for September 1987 A CHEMIST.
(35961) 184824

MIDDLESEX
...FIELD SCHOOL
...Drive, Pinner, Middlesex HA5 1NB
Independent Day School for girls
Required for September 1987, part-time teacher of BIOLOGY up to and including Advanced Level. Salary, Scale 2 for suitably experienced candidate.
Apply in writing to the Headmistress, including a c.v. and names of two referees.
184824

MIDDLESEX
LADY ELEANOR HOLLES SCHOOL
...Road, Hampton
...girls - 11-18 years)
Required in September full-time graduate PHYSICIST to join in teaching the subject throughout the school.
The school has its own salary scale and additional allowances are available to experienced staff.
Apply to the Head Mistress with curriculum vitae and names of two referees.
184824

MIDDLESEX
...FIELD SCHOOL
...Drive, Pinner HA5
Required for September 1987 a PART-TIME teacher of PHYSICS to G.C.S.E. and A-Level. Burnham Scale 2 for appropriately qualified applicant.
Apply in writing with c.v. and names of two referees to the Headmistress.
184824

NORTHAMPTONSHIRE
OUNDLE SCHOOL
Northamptonshire
Required for September or January a Graduate Chemist to join an active teaching department to teach up to and including 'A' Level and Oxbridge entrance. Approximately 65 boys take 'A' Level Chemistry each year.
An ability to help with extra curricular activities would be an advantage. Accommodation is available for both married and unmarried staff.
Applications should be sent to the Headmaster, Oundle School, Oundle, Peterborough PE8 4EN, together with full Curriculum Vitae and names and addresses of 2 referees. (31769) 184824

OXFORDSHIRE
OXFORD HIGH SCHOOL
Belbroughton Road, Oxford OX3 6XA
G.P.D.S.T.
Tel: (0865) 59888
(600 girls 9-18, 150 in Sixth Form)
Lively part-time teacher of BIOLOGY required for September 1987 to teach Biology in the upper school - GCSE, A and Oxbridge level - and to assist in the teaching of integrated science to the 11 and 12 year groups, where the school has been piloting the Oxford Certificate of Education graded assessment scheme.
Salary: Equivalent to Burnham; Scale according to experience.
Applications, including names, telephone numbers and addresses of two referees, should be sent to the headmistress as soon as possible. (43473) 184824

OXFORD
HEADINGTON SCHOOL
Oxford
A qualified graduate Biology teacher is required from September 1987 to teach Biology throughout the school up to sixth form level. Also, a qualified graduate Biology teacher to teach throughout the school to sixth form level for the Autumn Term only.
These are both readvertisement and previous applicants are being considered and need not re-apply.
Applications for both posts should be made in writing, with full c.v. and the names of two referees, to the Headmistress, Miss E.M. Tucker, Headington School, Oxford OX3 7TD. (37049) 184824

SOMERSET
MILLFIELD SENIOR SCHOOL
Co-educational Boarding School of 1200 pupils, including over 400 sixth formers
Required for September 1987:
A teacher of CHEMISTRY up to GCSE level, with 'A' level work available for suitably qualified candidate. Applicants are expected to offer games/extra-curricular activities and take an active part in the life of a boarding school.
Apply to Headmaster, Millfield Senior School, Street, Somerset BA16 0YD, giving a full curriculum vitae and the names and addresses of two referees. (43336) 184824

SUFFOLK
FRAMLINGHAM COLLEGE
Woodbridge, Suffolk IP13 9EY
H.M.C. boarding - co-educational - 500 pupils
Required for September 1987 a young graduate interested in teaching a combination of science subjects and possibly some mathematics.
This is an additional appointment to the staff and we are especially looking for someone keen to be involved in the pastoral and extra curricular activities of the College. Residential Tutorship a possibility. Own Salary Scale.
Write to the Headmaster, with curriculum vitae and names and addresses of two referees. (31512) 184824

SURREY
EPSOM COLLEGE
H.M.C. Boarding and Day School for 570 boys aged 13 - 18 years and 65 Sixth Form girls
Required for September 1987, a GRADUATE to teach CHEMISTRY to A-level. There are about 140 pupils studying Chemistry in the Sixth Form. Accommodation available for a single person and possibly for a married person.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom further information may be obtained. (05770) 184824

SURREY
NOTRE DAME SENIOR SCHOOL
Cobham, BIOLOGY GRADUATE
Required in September 1987 to teach to G.C.S.E. Sixth form teaching avialable for well qualified candidate.
Applications in writing to the Headmistress with curriculum vitae and names, addresses and telephone numbers of two referees, as soon as possible. (43426) 184824

SURREY
SUTTON HIGH SCHOOL
55 Cheam Road, Sutton, Surrey
Tel: 01-642 0594
G.P.D.S.T.
Required in September CHEMISTRY graduate (full time or part-time) to share in teaching the subject from 11 to Advanced Level. Temporary contract, probably for one year, to cover teacher taking materniy leave, scale depending on experience. School has a large, lively Science Department in modern laboratories with well qualified technical help.
Apply by letter, with curriculum vitae and names of two referees, to the Headmistress. (31608) 184824

SURREY
EWELL CASTLE SCHOOL
Church Street, Ewell
360 Boys 11 - 18 (Girls in the Sixth Form). Day School
Required for September 1987 a qualified Science Teacher to teach throughout the School including both GCSE and A Level. Candidates should be specialists in Chemistry and/or Physics.
The post would suit a newly qualified teacher or one with teaching experience, as the salary paid would be in accordance with age and qualifications. A willingness to contribute to the extra curricular life of the School would be an advantage.
Applications by letter with c.v. and names and addresses of two referees to the Headmaster. (37048) 184824

SURREY
Required for September, 1987 a well qualified BIOLOGIST to teach Biology up to 'A' level. A willingness to teach Integrated Science in the Lower School would be an advantage.
Applications are invited from suitably qualified Graduates, with teaching experience. Salary Burnham Scale One/Baker proposal.
Wispers School, Haslemere is an Independent Boarding School for Girls aged 11-18.
Applications with c.v. to the Headmaster.
(37094) 184824

SUSSEX
ARDINGLY COLLEGE
H.M.C. 490 Coeducational, Sixth Form 180
CHEMISTRY
Required for September, an enthusiastic and well-qualified graduate to teach Chemistry to G.C.S.E., 'A' (Nuffield) and University Scholarship level. An interest in project work and a willingness to take part in games and activities would be an advantage. This position would be ideal for a single person, happy to take a residential responsibility in either a boys' or a girls' house.
The Chemistry laboratories have recently been redeveloped and the successful applicant could expect to have his or her own laboratory.
Apply to the Headmaster, Ardingly College, Ardingly, Haywards Heath, West Sussex RH17 6SQ, enclosing C.V. and the names of two referees.
Ardingly College is one of the Woodard Schools.
(05676) 184824

WARWICKSHIRE
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick CV34 4HJ
(540 girls, 130 in sixth form)
Required for September, 1987 good Honours graduate to share the teaching of Biology throughout the school to A Level and beyond. There are two other Biologists in a Science Department of eight. About half the sixth form girls study sciences. Salary Scale 1 or 2 plus Warwick Allowance.
Applications (no forms) with curriculum vitae and names and addresses of referees to the Headmistress. (05810) 184824

WILTSHIRE
SCIENCE
WARMINSTER SCHOOL
(SHMIS - Co-educational Day and Boarding, 440 pupils).
Required for September 1987 a graduate Scientist to teach Biology and Chemistry up to 'A' level. A willingness to participate in extra-curricular activities essential. The school has its own salary scale above the new national scale. Single residential accommodation available.
Apply with c.v. and the names, addresses and telephone numbers of two referees to The Master, Warminster School, Warminster, Wiltshire BA12 8PJ. Tel: (0985) 213038. (05925) 184824

Social Studies

Heads of Department

DORSET
HOMEFIELD SCHOOL
Independent School for Boys
Day with 60 Boarding places.
600 on roll
(approx. 350 Senior Department 12-16)
Required for SEPTEMBER 1987, full-time HEAD OF SOCIAL STUDIES. Vacancy arises through promotion of present holder. The successful candidate will be required to co-ordinate the teaching of Geography and History throughout the School and should be prepared to assist with extra-curricular activities. Ability to assist with sport an advantage.
Apply in writing, with full curriculum vitae and names, addresses and telephone numbers of two referees, to the Headmaster, Homefield School, Senior Department, Salisbury Road, Winkton, Christchurch, Dorset BH23 7AR. (08700) 185018

Other Assistants

SURREY
HURTWOOD HOUSE SCHOOL
Required September 1987, a young experienced teacher offering a combination of Law and Business subjects.
Apply Box No. 00677 Priory House, St John's Lane, EC1M 4BX, with C.V. Further details will be sent on receipt of applications. (44189) 185024

Other than by Subject Classification

Other Assistants

GLOUCESTERSHIRE
SELWYN SCHOOL
Matson House, Gloucester GL4 9DY
300 girls aged 4-18
Required for September.
(a) Suitably qualified person to establish and maintain a new school Librarr.
(b) Mathematics Graduate to share in the teaching of G.C.S.E. Courses and with the possibility of some A level work.
Both these posts are PART TIME but either could be combined with that of RESIDENT HOUSE TUTOR with special responsibility for Senior (fifth and sixth form) boarders to become full-time.
Applications, with C.V. and the names and addresses of two referees, to the Headmistress as soon as possible. (05672) 185624

KENSINGTON W8
LADY EDEN'S SCHOOL
39/41 Victoria Road, London W8 5RJ
Required in September 1987, qualified teacher, 4 mornings only, for Mathematics and English up to Common Entrance standard, to work with individual children and small groups (8-11 year olds). An interest in computer studies desirable but not essential. New 'Baker' salary. Government Superannuation Scheme.
Apply in writing with curriculum vitae to Miss C. Trevethan, Headmistress. (31476) 185624

LEICESTER
WOODBANK GRAMMAR SCHOOL
Leicester
Independent, Co-Educational Day School. 10-16 years. 220 pupils
This small, forward-thinking school requires teachers for the following posts from September 1987.
1. Physical Education/English.
2. Music/Modern Languages (Courses to G.C.S.E.).
3. General subjects primary teacher for 10 age group.
The above posts offered are all Scale 1.
Applications with c.v. and the names, addresses and telephone numbers of two referees, stating any extra curricular talents offered to the Headmaster, Woodbank Grammar School, 320 London Road, Leicester LE2 2PJ. (31629) 185624

LONDON E1
SHEKINAH CHRISTIAN SCHOOL
Shekinah Christian School situated in an inner city area, require a teacher of secondary school experience in History/Geography and/or Arts to commence in September 1987. The school is the joint ministry of two charismatic churches. A suitable applicant would be in sympathy with the outlook of the churches.
For further information please contact the Headmaster, St. Paul's Institute, 302 The Highway, London E1 9DH. (43428) 185624

LONDON N.16
Independent Girls' School required enthusiastic and caring teachers. Owing to expansion in numbers and curriculum we now have vacancies in the following Departments: English French, History, Geography, Mathematics, Science and Needlework.
Please send CV and two testimonials to The Headmistress, Senior School, 153 Stamford Hill, London N.16. (37324) 185624

LONDON W8
ASHBOURNE TUTORS
TEACHING POSITIONS FOR SEPT. 1987
Ashbourne Tutors is an D.E.S. Independent School offering exam-based tuition in small groups. We are expanding our specialist departments of Mathematics, Economics and the Science following outstanding examination results over the past five years.
Applicants for full-time or part-time teaching positions should write with c.v. and telephone number, to The Principal, Ashbourne Tutors, 59-61 Kensington High Street, London W8 5EQ. (31263) 185624

LONDON W8
LANSDOWN TUTORS
7 - 9 Palace Gate, London W8 5LS
Applicants are invited for part-time teaching posts in the following subjects for September 1987:-
Physics, Chemistry, Biology, Mathematics, Law, History, French and History of Art.
Applicants must be suitably qualified graduates with a minimum of 2 years' relevant teaching experience of both A and O Level.
Letters of application together with C.V. and names of 2 referees should be sent to the Director of Studies. (43192) 185624

LONDON SW15
PUTNEY HIGH SCHOOL
35, Putney Hill, London SW15 6BH.
Tel. 01-788 4886.
Headmistress: Mrs. P.A. Penney
REQUIRED FOR SEPTEMBER two experienced and enthusiastic infant teachers: one post would be for 1 term (maternity leave) with probability of permanent appointment. The second post would be permanent. Please state for which post you wish to make application.
An ability to teach class music, to play the piano or to teach computer studies would be an added recommendation for any of the above posts but is not essential.
Letters of application with curriculum vitae and the names of two referees should be sent as soon as possible to Head. (31497) 185624

KENT
SEVEVOAKS SCHOOL
Co-educational.
900 students with a Sixth Form of over 400.
Required for September 1987
a well qualified man or woman graduate
PHYSICIST
to join a large and dynamic department which, in early 1988, will be housed in a new Science, Electronics & Computing complex.
The successful man or woman will teach Physics throughout the School to STEP level. The post offers an excellent opportunity for a person seeking a first or second teaching appointment, or to a newcomer from outside the educational world.
Salary substantially above Baker. Accommodation available. Educational fee concessions for children.
Details from the Headmaster, Sevenoaks School, Kent TN13 1HU.
Applications should be accompanied by the names, addresses and telephone numbers of two referees.
(13494)

SUTTON VALENCE SCHOOL
Near Maidstone
HMC: 424 pupils 11-18; Co-Educational: boarding and day
Required for September 1987 a well qualified graduate to teach PHYSICS up to and including "A" level. An ability and willingness to teach ELECTRONICS would be an advantage but is not essential.
The successful applicant will be expected to be fully involved in the busy extra-curricular life of the school.
The post is an ideal one for a young but experienced teacher seeking advancement.
The salary will be at the appropriate point on the Baker scale plus a special Sutton Valence allowance. Accommodation may be available.
Full details of the post are obtainable from the Headmaster, Sutton Valence School, Maidstone, Kent, ME17 3HL, to whom application should be made by letter giving a full c.v. and the names of two academic referees.
(14585)

Queen Anne's School
Caversham, Reading RG4 0DX
Queen Anne's School requires in September, '87.
(1) A well-qualified and experienced CHEMIST to teach the subject in the Senior School to GCSE Advanced University level.
(2) A PHYSICIST/GENERAL SCIENTIST to teach to GCSE and A level if possible.
Applications should be made in writing with full CV and sent to the Headmistress, Miss A.M. Scott, B.A., as soon as possible.
(13479)

KING EDWARD VI SCHOOL
SOUTHAMPTON
(HMC: 900 Pupils, 225 in Coeducational Sixth Form)
Required for September 1987
Assistant Teachers in the following departments:
CRAFT DESIGN AND TECHNOLOGY
(Scale 1 or 2
RELIGIOUS STUDIES
(Scale 1)
(In either case, ability to teach some Mathematics or Computer Studies would be an advantage.)
Please telephone the School for details (0703 775320) so that applications with c.v. and names and addresses of two referees can reach the School by Friday 15 May. Apply to the Head Master, Mr. C. Dobson, at the School, Kellett Road, Southampton SO9 3FP.
(13439)

BEDGEBURY SCHOOL
GSA, 370 girls, mainly boarders
requires in September 1987 a well-qualified and preferably experienced Biology graduate to teach to GCSE level, with a possibility of A level work later. Ability to teach Agriculture, Chemistry or Physics an advantage. Possibility of residential post if desired.
Salary Burnham 1 or 2 / Baker equivalent.
Letters of application together with full curriculum vitae and name and addresses of at least two referees should be sent immediately to the Headmistress, Bedgebury School, Bedgebury Park, Goudhurst, Cranbrook, Kent TN17 2SH from whom further details are available.
(40413)

LEICESTER
GRAMMAR SCHOOL
Applegate, Leicester LE1 5LB
Required for September 1987/January 1988 on the appointment of the present holder to a Deputy Headship a
HEAD OF CHEMISTRY, Scale III
There is also the possibility of a suitable candidate being appointed as
HEAD OF SCIENCE
The school was founded in 1981 as a co-educational, selective school 11-18. It now has 500+ pupils, a Sixth Form of over 100 with a strong science side and a recent £½ million development including new computing, electronics and science laboratories.
Applicants should write with a curriculum vitae and the names of three persons to whom reference may be made to The Headmaster, Leicester Grammar School, Applegate, Leicester LE1 5LB (Tel: 0533 21221).
(13321)

Worth School,
Turners Hill,
Crawley, Sussex. HMC.
440 boys aged 10-18.
Required for September 1987: graduate to teach
Chemistry
throughout the School. (Oxbridge work available for suitable candidate).
Accommodation provided.
Applications + c.v. and names of two referees to the Headmaster, Worth School, Turners Hill, Crawley, Sussex. RH10 4SD.

Davies's College
44 Cromwell Road, Hove, Sussex, BN3 3ER
Telephone Brighton (0273) 723911
FULL TIME TEACHERS required for September 1987. Applications are invited from qualified and experienced graduate teachers able to offer the following subjects up to G.C.E. Advanced Level:—
Head of Department
HISTORY AND POLITICS
Assistants:
LAW
MATHEMATICS
PHYSICS
SOCIOLOGY
Davies's is a charitable trust with 280 students from 35 different Countries. Own salary scales, D.E.S. superannuation. Recognised as efficient by British Accreditation Council.
Write or phone for a prospectus and application form.
(14502)

INTERNATIONAL COMMUNITY COLLEGE
ICC is a bi-lingual (Arabic/English) day school in Chiswick, opening in September 1987. For the first year it will take pupils ages 3 to 13.
We seek the following well-qualified teachers:
ONE BRITISH TEACHER OF INFANTS
ONE BRITISH MIDDLE SCHOOL TEACHER specialising in Science.
THREE TEACHERS OF ARABIC
who should hold degrees in Arabic or Arabic/Education with teaching qualifications. They should have had at least 2 years experience of teaching Arabic in a bi-lingual setting. Mastery of English a pre-requisite.
Please write or telephone for Application Form by 16th May to International Community College, 139 Gunnersbury Avenue, London W3 8LG. Tel: 01-992 5823.
(13437)

HUTCHESONS' GRAMMAR SCHOOL
(HMC INDEPENDENT CO-ED)
Required for August 1987,
Assistant Teachers in the English and Physics Departments
to teach throughout the senior school up to SCE Higher Grade and GCE A Level. Willingness to help with extra-curricular activities, particularly games, would be a strong additional recommendation.
Salary presently in line with the Scottish National Scale Government Superannuation.
An application form together with further details of the posts may be obtained from
The Secretary,
Hutchesons' Educational Trust,
44 Kingarth Street,
GLASGOW,
G42 7RN,
Tel: 041 423 7485.
The closing date for applications will be 27th May 1987.
(13411)

CARDIFF
DE LA SALLE PRIMARY SCHOOL
GREENWAY ROAD, CARDIFF CF3 8QR
SEPTEMBER 1987
HEADTEACHER

The De La Salle Brothers are withdrawing from De La Salle Primary School, Cardiff. A company limited by guarantee has been formed to take over the school. It plans to expand from the present roll of 110 and extend the age range from 3-11 to 3-13 years, running it as a Catholic School. Candidates must be in possession, or be prepared to obtain, the Catholic Teachers' Certificate.

The Governors are seeking a Headteacher of exceptional ability to take over from the present Headteacher who is retiring, and to lead the growth of the school introducing sporting and social activities in addition to the current excellent academic curriculum. This is a rare and exceptional opportunity for a career minded person to establish a reputation with an excellent school.

The school is able to pay a better than average salary in order to obtain the right person.

Letters of application with full c.v. and the names and addresses of referees should be sent to the Chairman, Board of Governors, De La Salle School, Greenway Road, Rumney, Cardiff CF3 8QR.

CLOSING DATE: Friday, 22 May 1987; interviews will be held during the week ending 30 May 1987.

(13413)

WHITFORD HALL SCHOOL
BROMSGROVE, WORCESTERSHIRE

Appointment of

HEAD

The Governors invite applications for the Head of Whitford Hall School on the retirement of the present Headmistress in July 1987. The successful applicant would be expected to take up the position in January 1988.

Whitford is a well-established IAPS day-school of 180 pupils for boys (3 to 9) and girls (3 to 13).

Full details may be obtained from:

The Secretary,
Whitford Hall School,
Brosgrove,
Worcestershire,
B61 7LB.

(12848)

COLLINGWOOD BOYS' SCHOOL
WALLINGTON, SURRREY
APPOINTMENT of HEAD

The Governors invite applications for the post of Head to take effect from September 1988 following the retirement of the present Head Master.

Collingwood is an Independent Day School established in 1929 and has 200 boys aged 4½ - 11 years.

Applications are invited in writing together with C.V. and names of 2 referees to the Chairman of the Governors, Collingwood Boys' School Educational Trust Ltd., Springfield Road, Wallington, Surrey SM6 0BD.

Closing date for applications 22nd May 1987.

(14305)

INDEPENDENT EDUCATION
continued

SALFORD
French Teacher Full Time to O and A Level required immediately. Chemistry Teacher Part Time to O Level required immediately. Computer Teacher required in September.
Apply Principal, Jewish High School for Girls, 10 Radfoord Street, Salford M7 0NT. Tel: 792 2118, 740 5092. (31603) 185624

SUMMER WORK Lively graduate teachers required for residential courses (July/August) in the Bedford and Taunton areas. Teaching and extra-curricular expertise essential. Details from: Ms Rachel Phillips, Oxford Intensive School of English, OISE House, Binsey Lane, Oxford OX2 0EY. (31620) 185624

SUSSEX
OUR LADY OF SION SCHOOL
Co-educational Day School
Pupils 2½ - 18
GRADUATE Teachers required for the following:
1. Mathematics with Computing
2. Economics to 'A' Level
3. Geography to 'A' Level
4. French
5. English
Combinations of any of the above posts or part-time appointments will be considered.
Applicants should indicate a willingness and ability to teach games if appropriate.
Apply with C.V. and the names and addresses telephone nos. of two referees to the Headmaster, Our Lady of Sion School, Worthing BN11 4BL. (37317) 185624

Preparatory Schools

Headships

FORRES
Swanage, Dorset
Please see display advertisement under Independent Headships. (31303) 200010

MANCHESTER
Head required for successful and thrusting preparatory school (co-ed) North Manchester for September 1st (January 1st is also a possibility).
Salary as per Baker group 4.
Further details from: 061-434 7475 or c/o Broome House, 152 Palatine Rd., M20 8QH. (37315) 200010

SURREY

Urgently needed for September - Temporary or Permanent.

New coeducational day prep school for Arabic-speaking children (5-11) opening in a country house in Surrey.

Recently retired Head needed for one year, to launch the school from scratch, with consultancy support from Truman & Knightley in marketing, budgeting, staff recruitment, etc.

£20,000 p.a., very furnished accommodation if needed.

Alternatively, a permanent appointment might be made.

Apply to Dr. M.A. Hooker, The Truman & Knightley Educational Trust, 76/78 Notting Hill Gate, London W11 3LJ. (31866) 200010

Deputy Headships Second Masters/ Mistresses

SURREY
ROWAN PREPARATORY SCHOOL
Claygate, Esher, Surrey
I.A.P.S.
SEPTEMBER 1987
Senior Mistress required for Pre-preparatory Department (140 girls 3 - 7).
A challenging post suitable for an enthusiastic experienced teacher willing to take a positive role in management.
Candidates should be suitably qualified, capable of exercising leadership in both pastoral and curricular aspects of school life.
Salary: new national scale/ Deputy Head.
Applications in writing, together with c.v., names/ addresses/telephone numbers of three referees, to be sent to the Headmistress, 6 Fitzalan Road, Claygate, Esher, Surrey KT10 0LX. (31610) 200012

By Subject Classification

Art and Design

Heads of Department

SHROPSHIRE
THE OLD HALL SCHOOL
Wellington, Telford TF1 2DN
(I.A.P.S. 190 children aged 4-13. Day and weekly boarding, Monday - Friday)
Required in September 1987 for one term only, a teacher of ART to take charge of a flourishing department during maternity leave. Candidates should also be willing to teach some Scripture and help with games and supervisory duties.
Please apply with full curriculum vitae and references to the Headmaster.
(05728) 201218

Other Assistants

LONDON N12
HOLMEWOOD PREP SCHOOL
London N12
I.A.P.S.
Part-time qualified Junior teacher, with specialist Art, required in September, mornings only, to teach Art throughout the school and help with Pre-Prep classes generally. Scale 1.
C.V., with names, addresses and telephone numbers of two referees, to the Headmaster, 88 Woodside Park Road, London N12 8SH. (43471) 201224

SOMERSET
TAUNTON JUNIOR SCHOOL
Staplegrove Road, Taunton, Som. TA2 6AE
IAPS: 70 Boarders, 145 Days boys
Required for September 1987 a teacher to take charge of Art throughout the School, with a possibility of some teaching in Taunton School. A recent purpose built Art Room is well equipped and offers scope for imaginative teaching. Help with games, play production or scenery, or hobbies would be valued. House tutorship of boarding house is included with single accommodation and all found. Salary: Scale 1 plus special allowance.
Details from, or c.v. and two referees to the Headmaster. (37042) 201224

SURREY
DOWNSIDE SCHOOL
Purley
I.A.P.S. (250 boys)
Required for September 1987, qualified teacher of ART to take boys 7¼ to 13¼ and to help with games or another subject. Excellent Art Room.
Government Teachers' salary. Outer London allowance. D.E.S. superannuation.
Apply in writing with c.v. and two referees to: The Headmaster, Downside School, 1 Woodcote Lane, Purley, Surrey CR2 3HB. (43450) 201224

Classics

Heads of Department

BUCKINGHAMSHIRE
THE BEACON SCHOOL
Chesham Bois, Amersham HP6 5PF
(I.A.P.S. Day Preparatory School)
Required for September 1987 a HEAD OF CLASSICS to teach LATIN throughout the Upper School to C.E. and P.S.S. Level, with some GREEK. Candidates should be graduates, with experience of teaching, using the best of modern methods to achieve the best of old-fashioned standards.
Salary above Burnham with London Fringe Allowance. Government Superannuation. Possibility of limited accommodation for single person.
Apply in writing with full C.V. and the names and telephone numbers of two referees to The Headmaster.
(43006) 201618

Other Assistants

SURREY
ALDRO
Shackleford, Godalming, Surrey GU8 6AS
I.A.P.S. 180 boys
(New Post)
Required for January or September 1988 an enthusiastic and appropriately qualified Classics Teacher to teach Latin to CE and PSS level. A full commitment to the life of a boarding school is essential. Ability to coach games a distinct advantage. Attractive new Aldro salary scale.
Applications in writing giving full C.V. and stating the name, address and telephone number of two referees should be sent to the Headmaster. (31362) 201624

English

Heads of Department

HERTFORDSHIRE
LOCHINVER HOUSE SCHOOL
Health Road, Potters Bar EN6 1LW
Tel: Potters Bar (0707) 53064
IAPS 315 day boys 5 - 13
Required for September 1987 or January 1988 a fully qualified HEAD OF ENGLISH AND DRAMA to be in charge of a large department.
Plenty of scope and encouragement for someone with initiative and energy who has an active interest in educational drama and the theatre. Good facilities already, but a drama studio and new resource rooms with word processors are being planned. The possibility of some History teaching and assistance with out of school activities essential.
For the teacher with the right qualification and experience a competitive above Baker scale salary with incentive allowance will be agreed. Additional Lochinver allowance, free BUPA scheme and government superannuation.
Apply immediately to theHeadmaster with full curriculum vitae the names, addresses and telephone numbers of two referees. Further details available on request. (31753) 202418

Other Assistants

NORTH WALES
PENRHOS COLLEGE JUNIOR SCHOOL
Oak Drive, Colwyn Bay, Clwyd. LL29 7YW.
Co-ed day and boarding school
Required for September 1987 a qualified, preferably graduate teacher to teach English throughout the Junior Dept.
A challenging post, requiring traditional standards and modern, outward looking attitudes. Single accommodation available.
Apply Headmaster with full c.v. and names, addresses and phone numbers of two referees. (05403) 202424

SMALL COACHING PREPARATORY SCHOOL (60 boys) requires in September experienced teacher for Junior and Remedial English. Accommodation available. Apply Headmaster, Wicken Park, Milton Keynes MK19 6DA, with names of two referees.
(31478) 202424

SUFFOLK
ENGLISH teacher required September to C.E.E. and Sen. School Scholarship Standard. Games coaching an advantage, esp. Rugby and Hockey. I.A.P.S. Boarding Prep. School (150 boys).
Country. Salary 'Baker' or incremental entitlement.
Apply H.M., Old Buckenham Hall, Brettenham, Ipswich IP7 7PH.
(31332) 202424

WORCESTERSHIRE
BROMSGROVE LOWER SCHOOL
(I.A.P.S. 280 Pupils 8 - 13, boarding and day)
Required for September 1987 a forward looking and lively young member of staff to teach English and Drama throughout the Lower School. Willingness to take a full part in the life of the school essential.
Further details available on application. Bromsgrove School salary scale (under review but currently above Burnham).
Applications in writing with c.v. and the names and address of two referees to J.C. Page Esq., Head of the Lower School, Cobham House, Conway Road, Bromsgrove, Worcs. B60 2AD. (31864) 202424

Geography

Heads of Department

BERKSHIRE
ASCOT
Head of Geography required September 1987 or January 1988 to play major role in thriving prep. school in Ascot. Willingness to coach games (Rugby, Cricket, Hockey) and to provide enthusiastic commitment to life within boys' boarding school essential.
Applications welcomed from state and independent sectors.
Salary Burnham plus. Government Superannuation Scheme operates. Bachelor accommodation available.
Please contact Headmaster, Papplewick, Ascot, sending c.v. and names of two referees. (31716) 202618

Other Assistants

BROMLEY
BICKLEY PARK SCHOOL
Bickley, Bromley, Kent BR1 2DY
Requires for September full time teacher to take Geography to senior forms, up to Common Entrance and P.S.S. standard, and English to the 3rd Forms.
Please apply in writing with C.V. and names of two referees to the Headmaster.
Salary Bickley Park Scale 1 (above Burnham). Accommodation available for single person. (31461) 202624

HARROW
QUAINTON HALL SCHOOL
IAPS, 225 Day Boys
Required in September, a qualified teacher to teach Geography to C.E. and P.S.S. level and to be responsible for a class of 9-10 year olds.
Ability to coach football and other boys' team games is essential.
Both teachers with experience, and college leavers, are invited to apply.
New Government Scale. Outer London Allowance. D.E.S. superannuation.
Accommodation is available.
Please apply in writing together with the names and telephone numbers of two referees to: The Headmaster, Quainton Hall School, 91 Hindes Road, Harrow HA1 1RX. (05674) 202624

SURREY
THE HAWTHORNS
Pendell Court, Bletchingly RH1 4QJ
I.A.P.S. 120 boys
Required for September 1987 qualified GEOGRAPHY TEACHER to C.E. and P.S.S. level. Preference for good games coach. Scale 1 with D.E.S. Pension Scheme.
Apply Headmaster, enclosing copy of c.v. and names of two referees with phone numbers. (31517) 202624

SURREY
DOWNSIDE SCHOOL
Purley
I.A.P.S. (250 boys)
Required for September 1987, qualified Geography teacher to C.E. and P.S.S. Help with games or another subject. Excellent conditions. Government Teachers' salary, Outer London allowance, D.E.S. superannuation.
Apply in writing with c.v. and two referees to: The Headmaster, Downside School, 1 Woodcote Lane, Purley, Surrey CR2 3HB. (43449) 202624

WEST SUSSEX
HANDCROSS PARK SCHOOL
Near Haywards Heath RH17 6HF
IAPS Coeducational - boarding and day
Required in September 1987 a qualified teacher of GEOGRAPHY to CEE and PSS level.
Ability to coach soccer or take PE an advantage. Willingness to share fully in life of the school essential
Own salary scale: DES Superannuation.
Apply to Headmaster with names, addresses and telephone numbers of two referees. (05070) 202624

History

Other Assistants

BUCKINGHAMSHIRE
CALDICOTT
Farnham Royal, Bucks.
IAPS School 60 Boarders - 80 day boys
Required for September 1987 a qualified and experienced teacher to teach History up to CE and PSS standard.
Help with games, other extra curricular activities and the pastoral scene are essential. The school has its own attractive salary scale.
Only bachelor accommodation available with free board and lodging.
Apply in writing with CV naming two referees to the Headmaster, Caldicott, Farnham Royal, Bucks. SL2 3SL. (43483) 202624

HARROGATE
GROSVENOR HOUSE SCHOOL
Birtswith, Harrogate HG3 [illegible]
Required for September 1987 HISTORY TEACHER to teach the subject to C.E.E. and P.S.S. level. Ability to coach Football, Rugby and Cricket also required at first team level. The School is in the country 7 miles from Harrogate. There are 60 day boys and 40 boarders to be taught in the age range 8-13. Usual preparatory school duties. Single accommodation available. D.E.S. Salary scale. I.A.P.S. Pension Scheme.
Apply in writing to the Headmaster with curriculum vitae and names and telephone numbers of the two referees. (08415) 202624

Mathematics

Heads of Department

BERKSHIRE
HOLME GRANGE SCHOOL
Easthampstead Road, Wokingham, Berkshire RG11 3AL
I.A.P.S. Co-educational Day School
200 pupils aged 4-13
Required for September 1987 a qualified and experienced teacher to be Head of Mathematics and Computer Studies, teaching to the Senior School; teaching to C.E.E. and P.S.S. levels. The School has a separate Computer Room with 12 interlinked computers. Ability to coach boys' games essential.
Salary New Baker Scale plus Holme Grange Allowance according to further allowances and experience, qualifications please.
Applications with photograph, and full c.v., phone numbers of two referees to the Headmaster.
(05547)

PREPARATORY SCHOOLS
continued

Other Assistants

SHROPSHIRE
THE OLD HALL SCHOOL
Wellington, Telford TF1 2DN
(I.A.P.S. 190 children aged 4 - 13. Day and weekly boarding. Monday - Friday)
[illegible] a Headmastership appointment, a Senior MATHEMATICS post is available for September 1987. Ability to teach subject to P.S.S. and C.E.E. standards and to help with games coaching. A [illegible] would be particularly [illegible].
Please apply with full curriculum vitae and references to the Headmaster.
(05729) 203424

SURREY
DUKE OF KENT SCHOOL
Required for September 1987 a qualified and enthusiastic teacher to teach Maths throughout the school to CE standard together with Junior [illegible]. This is a co-educational IAPS boarding school of 180 pupils and a willingness to be involved in extra-mural activities and to participate fully in the boarding-life of the school is essential. Ability to coach games is an added recomendation.
The school has its own salary scale and pays the Outer London Fringe allowance and Government Superannuation. Accommodation is available.
Applications together with curricula, addresses and telephone numbers of two referees to the Headmaster, Duke of Kent School, Ewhurst, Cranleigh, Surrey GU6 7NS. Further information on request.
(31[illegible]) 203424

Modern Languages

Heads of Department

CROYDON
HEAD OF FRENCH
An experienced teacher of [illegible] ability and with modern outlook required from September 1987 to take charge of French in a [illegible] boys only I.A.P.S. School. Top salary and conditions.
Apply in writing to the Headmaster, Cumnor House School, 168 Pampisford Road, South Croydon CR2 [illegible]
[illegible] 203618

Other Assistants

GLOUCESTERSHIRE
Teacher of Middle School French and Latin required for September 1987 for co-educational Preparatory School in the Cotswolds. Enthusiastic interest in all aspects of prep school life required. Games and normal duties. Government pension scheme.
Please apply with C.V. and telephone numbers of two referees to Headmaster, Beaudesert Park School, Minchinhampton, Glos. Nailsworth (045 383) 2072.
(31[illegible]) 203624

WEST MIDLANDS
[illegible]FIELD SCHOOL
[illegible]
IAPS, 225 boys)
Enthusiastic and well qualified teacher is required September 1987 to teach French throughout the school in the age-range 8-13. Latest Government Teachers' salary and supperannuation scheme.
This appointment will also carry an extra responsibility allowance for a suitably experienced teacher.
Accommodation may also be available for a single person.
Apply: The Headmaster, [illegible] Preparatory School, 447 Warwick Road, [illegible], West Midlands B91 [illegible]
(31280) 203624

SOMERSET
WEIRFIELD SCHOOL
230 girls, 4-13 years
Enthusiastic qualified young teacher of French required from September 1987 for girls 9-13 years. Full-time permanent appointment.
Apply by letter with CV to the Headmistress, Weirfield School, Taunton, Somerset by May 15th. (43015) 203624

DERBYSHIRE
Required for September 1987 or Jan 1988 a keen teacher to take French for 8—13 year olds and also willing to get involved in the extra curricula activities of a boarding school. Salary based on Baker proposals and government superannuation. Single accommodation available. Apply with CV and two referees to Headmaster, Stancliffe Hall, Darley Dale, Matlock, Derbyshire. (08435) 203624

Music

Heads of Department

HAMPSHIRE

PORTSMOUTH GRAMMAR SCHOOL
LOWER SCHOOL
DIRECTOR OF MUSIC

Wanted for September 1987 a Director of Music for the Lower School (boys 8-11). Burnham plus PGS Allowance.
Please send full c.v. stating other areas of academic interest and names and addresses of two referees to the Master of the Lower School, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (31513) 203818

LONDON W6
ST. PAUL'S GIRLS' PREPARATORY SCHOOL
Head of Music, Scale 2, is required by a Girls' independent preparatory school, from September, 1987. However, prepared to wait to January, 1988 for the right applicant. Music plays an important role in the school curriculum and in addition to class music, the Head of Music is responsible for the orchestra, choir, chamber groups, wind band and individual instrumental teaching, with the assistance of a full-time music teacher and peripatetics. Applications are invited from pianists with experience of teaching under 12 year olds. A PGCE or Teaching Certificate would be an advantage, as would the ability to teach wind instruments.
Burnham Scale 2 according to experience and qualifications, plus Inner London Weighting.
Please apply in writing to the Headmistress with full curriculum vitae and names, addresses and telephone numbers of three referees to: Bute House, Luxemburg Gardens, Hammersmith, London W6 7EA.
(43079) 203818

SURREY
Required for September, 1987, or earlier, an enthusiastic, fully-qualified teacher to take charge of Music Department of I.A.P..S. school for children aged 4 to 13. The applicant must have an understanding of the musical needs of a variety of children, and ability to help with out-of-class activities would be an advantage. Salary in accordance with Burnham/ Baker, with extra allowances.
Please apply in writing, enclosing curriculum vitae and names and addresses of two referees, to the Headmaster, Ripley Court School, Rose Lane, Ripley, Surrey GU23 6NE. (31393) 203818

Other Assistants

LONDON W5
BEACON HOUSE SCHOOL
15 Gunnersbury Avenue, Ealing, London W5 3XD
(Independent day school for boys and girls aged 3-11)
Qualified enthusiastic part-time class teacher required for small day school to teach children 4-11 years. Lively friendly atmosphere. Hours 2.00 - 4.00 Monday to Thursday.
Apply in writing with full CV and the names of two referees to the Headmistress.
(37090) 203824

SHROPSHIRE
THE OLD HALL SCHOOL
Wellington, Telford TF1 2DN
(I.A.P.S. 190 children aged 4 - 13. Day and weekly boarding. Monday - Friday)
Required for September 1987 a keen, young MUSICIAN to continue and expand the wide-ranging musical activities of the school. Candidates should be prepared also to teach a part time-table and to help with the coaching of games.
Please apply with full curriculum vitae and references to the Headmaster.
(05727) 203824

WEST SUSSEX

HANDCROSS PARK SCHOOL
Near Haywards Heath RH17 6HF

IAPS Co-educational - boarding and day

Required in September 1987 a qualified teacher to be ASSISTANT DIRECTOR OF MUSIC to teach class and instrumental music, and possibly some other subject.

Ability to coach games an advantage. Willingness to share fully in the life of the school essential.

Own salary scale: DES Superannuation.

Apply to Headmaster with names, addresses and telephone numbers of two referees. (05071) 203824

Physical Education

Heads of Department

HERTFORDSHIRE
SACRED HEART JUNIOR SCHOOL
King Harry Lane, St. Albans
235 Boys Preparatory School
7-11 years for St. Columba's College
Required for September 1987. Head of Physical Education. Scale 2 post available for a suitably qualified and experience applicant. Catholic preferred.
Applications in writing with full c.v. giving two referees, to the Headmaster, Brother Damian, SC. (05413) 204218

Other Assistants

BERKSHIRE
ST. ANDREW'S SCHOOL
Pangbourne, Reading RG8 8QA
Co-educational IAPS School, day and boarding
Required for September, 1987 or January, 1988 a teacher to teach PE and to take charge of the Major Games - Soccer, Rugby, Hockey, Cricket. The teaching of PE will be shared and the successful candidate will also be expected to teach another subject or subjects. Salary above Baker, Government Superannuation.
Applications, including c.v. and names and addresses of two referees, to the Headmaster, Dr. R.J. Acheson, stating second subject(s).
(05086) 204224

HARROGATE
GROSVENOR HOUSE SCHOOL
Please see main advertisement under Prep History.
(08416) 204224

KENT
DOVER COLLEGE JUNIOR SCHOOL
Westbrook House, Shorncliffe Road, Folkestone CT20 2NQ
(IAPS Co-educational Boarding & Day, 3-13)
Required for September 1987 a qualified and enthusiastic teacher of PHYSICAL EDUCATION to take charge of boys' sport - soccer, rugger and cricket in particular. Some classroom teaching of another subject also required. Single accommodation available.
Post would suit experienced teacher of young graduate looking for first appointment.
Applicants should write with a full curriculum vitae plus names, addresses and telephone numbers to the Headmaster from whom further details are available.
(37039) 204224

LONDON NW1
NORTH BRIDGE HOUSE SCHOOL
Regent's Park, London NW1
Independent Co-educational Preparatory School (Junior Department)
Ages 7-9 year olds
Gym teacher required in September for classes of Lower Juniors. Salary according to qualifications on the London Burnham Scale. Membership of the D.E.S. Superannuation Scheme.
Apply with Curriculum vitae and the names of two referees to: The Headmistress, North Bridge House School, 8 Netherhall Gardens, London NW3.
(43454) 204224

LONDON W5
BEACON HOUSE SCHOOL
15 Gunnersbury Avenue, Ealing, London W5 3XD
(Independent day school for boys and girls aged 3-11)
A qualified part-time teacher of Physical Education is required for small day school. Lively friendly atmosphere. All day Fridays only.
Apply in writing with full CV and the names of two referees to the Headmistress.
(37091) 204224

Science

Other Assistants

BRISTOL
THE DOWNS SCHOOL
Wraxall, Nr. Bristol
Tel: Nailsea 852008
(I.A.P.S. 250 pupils)
Qualified and experienced teacher of Science to C.E.E. & P.S.S. level required for September 1987. The school has a high standard of academic and sporting achievements and the ability to contribute in all areas of school activity is essential.
Applications with full C.V. and names of two referees to the Headmaster.
(43456) 204824

BUCKINGHAMSHIRE
DAVENIES SCHOOL
Beaconsfield
I.A.P.S. 175 day boys
Required in September 1987, a qualified and/or experienced teacher for SCIENCE to C.E. and P.S.S.
Normal Supervisory duties and assistance with games required.
Salary: Scale One, outer fringe, Government Superannuation.
House available for a married man.
Apply in writing, with full c.v. and names of two referees to the Headmaster.
(31634) 204824

DORSET
Required in September at this I.A.P.S. day preparatory school, part-time teacher of Science for 10 - 13 year old children. Approximately 20 hours per week. A knowledge of computers would be an advantage.
For further particulars please apply, with curriculum vitae and names and addresses of two referees, to The Headmistress, Sunninghill Preparatory School, Herringston Road, Dorchester, Dorset. DT1 2BS.
(43419) 204824

LONDON SW14
Required for September 1987 by IAPS boys' day school fully qualified and preferably experienced teacher to teach Science to Common Entrance and Scholarship standard. Salary offered based on Baker proposals but can be negotiable for the right candidate.
Apply in writing giving full career details and the names of two referees to The Headmaster, Tower House School, 188 Sheen Lane, London SW14 8LF. (04230) 204824

SURREY

SHREWSBURY HOUSE SCHOOL
Ditton Road, Surbiton KT6 6RL

(IAPS Boys' Day Preparatory School)

Required for September 1987 an enthusiastic and qualified Teacher of Science. 10-13 year olds. Good facilities. Able first appointee not excluded.

Scale 2 plus Outer London Allowance. Government superannuation scheme.

Apply to the Headmaster with full C.V. and references. (31540) 204824

SURREY
ROWAN PREPARATORY SCHOOL
Claygate, Esher, Surrey
I.A.P.S. 290 girls
SEPTEMBER 1987
Part-time qualified/ experienced Science Graduate required.
9+ - 12+ Common Entrance Level.
Salary: new national scales apply.
Applications in writing, together with c.v., names/ addresses/telephone numbers of three referees, to be sent to the Headmistress, 6 Fitzalan Road, Claygate, Esher, Surrey KT10 0LX. (31611) 204824

Other than by Subject Classification

Heads of Department

LONDON W5
Graduate required September 1987 to take charge of Geography, History and Games in expanding traditional boys' prep. school.
Apply with c.v. and 2 refs: Headmaster, Clifton Lodge, Ealing W5 3TU.
(31229) 205618

Other Assistants

BERKSHIRE
INFANT TEACHER required for September 1987 to teach 5-6 year olds and craft. Burnham Scale. Flat available.
Apply in writing to: The Headmistress, Upton House School, 115, St. Leonard's Road, Windsor SL4 3DF.
(31543) 205624

BERKSHIRE
ASCOT
Teacher of Mathematics and Geography for 9 - 11 year olds required September 1987 or January 1988 to play major role in thriving prep. school in Ascot. Willingness to coach games (Rugby, Cricket, Hockey) and to provide enthusiastic commitment to life within boys' boarding school essential.
Applications welcomed from state and independent sectors.
Salary Burnham plus. Government Superannuation Scheme operates. Bachelor accommodation available.
Please contact Headmaster, Papplewick, Ascot, sending c.v. and names of two referees. (31717) 205624

BIRMINGHAM
EDGBASTON HIGH SCHOOL FOR GIRLS
Westbourne Road, Birmingham B15 3TS
PREPARATORY DEPARTMENT
Required for September 1987 a well-qualified teacher to be in charge of a class of 6-7 year olds. The ability to play the piano would be an advantage. This post would suit a new entrant to the profession and is a scale 1 post.
The school is situated in a pleasant residential area south of the city centre.
Please apply by letter to the Headmistress at the school giving names and addresses of two referees. (05687) 205624

BIRMINGHAM
EDGBASTON HIGH SCHOOL FOR GIRLS
PREPARATORY DEPARTMENT
Westbourne Road, Birmingham B15 3TS
Required for September 1987 a well-qualified and experienced teacher to be in charge of a class of 10-11 year olds. The successful candidate will be expected to organise the Preparatory Department library. This is a scale 2 post.
The school is situated in a pleasant residential area south of the city centre.
Please apply by letter to the headmistress at the school giving names and addresses of two referees. (05688) 205624

BIRMINGHAM
The Pre-Preparatory Department of the Blue Coat School requires from September, 1987: A teacher for 4¼ - 5 year olds who would also be responsible for music throughout the Department.
Applicants should be qualified and experienced infant teachers, responsive to the demands of young children and in sympathy with the Christian values of the school. The post is at Scale 1 or the new equivalent.
Applications, C.V., and the names of two referees to:- The Mistress-in-Charge (K.G.), Pre-Preparatory Department, Blue Coat School, Edgbaston, Birmingham B17 0HR.
(31375) 205624

ROSEMEAD SCHOOL (G.S.A.)
East Street, Littlehampton, West Sussex

Rosemead is a Girl's Boarding School with a co-educational Preparatory Department.

Required September 1987, a

FULL-TIME CLASS TEACHER

for the Preparatory Department (Scale 1).

Ability to contribute to boys P.E. and Mathematics throughout the department will be an advantage.

Please apply to the Principal with full C.V. including present salary and names and addresses of two referees.

Closing date: 15th May 1987.

(17378)

TRELISKE SCHOOL
(Preparatory Department to Truro School)

I.A.P.S.

140 BOYS 7–12 yrs, including 50 Boarders

Required for September –

(i) A Teacher of Mathematics with games. Temporary one year appointment to cover sabbatical.

(ii) A Teacher of English with games. Permanent Appointment, Accommodation available.

Both posts will suit new entrants to the profession, but applications from more experienced teachers would be welcome. The School is a thriving community and the people appointed would be expected to play a full part in this. Residential duties will be required.

Letter of application, C.V. and telephone number of three referees to the Headmaster, Treliske School, Highertown, Truro, Cornwall. TR1 3QN.

(14609)

BOLTON SCHOOL GIRLS' DIVISION
Chorley New Road,
Bolton, Lancs. BL1 4PB

QUALIFIED INFANT TEACHER

required to teach general subjects at Beech House Preparatory Department.

(200 children — boys & girls).

Applications for the above post should be made immediately to the Headmistress enclosing full CV and names of two referees.

(13319)

Orley Farm School
Harrow
400 boys 4-13

Requires for September 1987, teachers for:

LATIN

Up to scholarship standard. Strong classical tradition.

MATHEMATICS

Up to Common Entrance. Prospects for promotion to Head of Department. Supporting subjects. Science preferred.

School salary scale. D.E.S. Pension. Opportunities for all extra activities. Splendid facilities and surroundings.

Applications with full C.V. and recent photograph to: The Headmaster, Orley Farm School, South Hill Avenue, Harrow, Middx. HA1 3NU.

Further details for both posts on request.

(14644)

PREPARATORY SCHOOLS
continued

BRISTOL
CLIFTON COLLEGE PREPARATORY SCHOOL
Requires in September 1987 a young qualified teacher to teach mainly Maths and English to a form of 9-year olds, but some other teaching available. Good prospects and wide opportunities to develop own interests in games and activities in this coeducational school of 500 pupils (170 boarders) aged 7-13. Small flat available in one of the boarding houses. Excellent salary scale.
Applications to The Headmaster, Clifton College, Preparatory School, 12 The Avenue, Bristol BS8 3HE from whom further details may be obtained. (43461) 205624

BROMLEY
BICKLEY PARK SCHOOL
Bickley, Bromley, Kent
Requires for September full-time teacher to take games throughout the school (soccer, rugby, cricket, athletics, etc.) and to take Junior French (9 and 10 year olds), also a little History.
Please apply in writing with C.V. and names of two referees to the Headmaster, Bickley Park School. Salary above Burnham. Accommodation available for single person.
(05600) 205624

BUCKINGHAMSHIRE
Wanted September 1987. Qualified tacher for 9 year olds/Prep. School.
Apply The Principal, Write TES 00609, Priory House, St. John's Lane, EC1M 4BX.
(05416) 205624

BUCKINGHAMSHIRE
THE BEACON SCHOOL
Chesham Bois, Amersham, Bucks. HP6 5PF
Tel: Amersham 3654
Buckinghamshire, Winterborn (80 day boys between 3 and 7). Pre-preparatory Department of The Beacon School, Chesham Bois, Amersham HP6 5PF, requires for September 1987 a form teacher to be in charge of 16 five-year-olds. Infant teaching qualification and experience desirable.
Salary above Burnham.
Government Superannuation. Possibility of limited accommodation for single person.
Apply in writing with full C.V. and the names and telephone numbers of two referees to The Headmaster, The Beacon School.
(43005) 205624

BUCKINGHAMSHIRE
DAVENIES SCHOOL
Beaconsfield
I.A.P.S. 175 day boys
Required in September 1987. Two full-time, versatile and energetic teachers to take, between them, the full range of General Subjects for 9 to 10 year-old Juniors. Assistance with all games essential.
Salary: Scale One. Outer fringe. Government Superannuation. Non-resident. Normal Supervisionary duties.
Apply in writing, with full C.V. and names of referees, to the Headmaster.
(05081) 205624

CAMBRIDGE
ST. FAITH'S SCHOOL
(IAPS, 325 boys)
Requires in September a qualified teacher to be a Form Teacher with a small class of eight year old boys. Willingness and ability to help actively with Junior School games and out of school activities is essential. Non resident post.
Salary will be in accordance with current Government legislation. D.E.S. Superannuation Scheme.
Applications for the post, a full curriculum vitae and the names of two referees with their telephone numbers, should be sent as soon as possible to the Headmaster, St. Faith's School, Cambridge CB2 2AG.
(43008) 205624

CAMBRIDGE
THE PERSE PREPARATORY SCHOOL
Trumpington Road, Cambridge CB2 2EX
(I.A.P.S. 165 boys 7-11)
Required for September 1987 or January 1988.
An enthusiastic teacher to take charge of a form of 7-8 year olds and to teach general subjects. Ability to help with Cubs and Music preferable. A willingness to play a full part in the school is essential.
Apply at once to The Master with curriculum vitae and names, addresses and telephone numbers of two referees. (31633) 205624

CORNWALL
THE SCHOOL OF ST. CLARE
Polwithen, Penzance TR18 4JR
A Woodard School
There will be a vacancy in SEPTEMBER 1987 for a young qualified enthusiastic teacher in the Junior Department of the above school to teach a mixed JUNIOR FORM.
The ability to offer general subjects, together with Music and boys games would be advantageous.
Applicants seeking a first appointment will be given every consideration.
Burnham Scale 1 + D.E.S. Superannuation.
Applicants should apply in writing, giving names of two referees to the Headmaster.
Enclose a large S.A.E. for further details.
(31627) 205624

DEVON
Fully qualified and experienced Nursery School Teacher required for September. This is a full-time post at a well established independent school for boys and girls 3 to 16.
Please write, enclosing C.V., to: The Headmistress, Tower House School, Fisher Street, Paignton, Devon TQ4 5EW. (31570) 205624

DEVON
EXETER CATHEDRAL SCHOOL
CSA; IAPS; 170 boys
Required for September: 1. P.E. and games specialist. 2. Teacher of Science to C.E. and Scholarship level.
Both posts may be resident and will be on the Baker scale with government superannuation.
Further details from The Head Master, 15 Cathedral Close, Exeter EX1 1EZ (enc. 32p A4 s.a.e.). (31747) 205624

DORSET
UPLANDS SCHOOL
An independent mixed day school of 350 pupils aged 4-18 years
Required for September 1987:
Well-qualified teacher for JUNIOR SCHOOL. Salary according to new agreements (Scale 1).
Please apply to the Headmistress, enclosing a full CV and names of two referees.
40 St Osmunds Road, Parkstone, Poole, Dorset BH14 9JY. (31352) 205624

DORSET
PARK PREP. SCHOOL
Bournemouth
Young form teacher required for boys/girls aged 8 - 10 years. Experience in English/Art/boys' games particularly welcomed. Baker salary.
Details (0202) 36640 evenings. (31387) 205624

HAMPSHIRE
DURLSTON COURT SCHOOL TRUST
Becton Lane, Barton-on-Sea, New Milton BH25 7AQ
Tel: (0425) 610010
I.A.P.S. Co-educational. Day and Boarding. 244 children
Required in September 1987 a qualified and enthusiastic teacher of general subjects for a class of 8 to 9 year olds. Ability to coach girls games, especially netball, a very definite advantage. Applications for a first appointment welcome. Salary, Burnham Scale, according to experience and qualifications. Government Superannuation Scheme.
Apply to the Headmaster with full C.V. and names, addresses and telephone number of two referees.
(04792) 205624

IBSTOCK PLACE SCHOOL ISAI
(Demonstration School of the Froebel Institute)
Clarence Lane, Roehampton, London SW15

Nursery Teacher, Scale 1 Burnham + Inner London Weighting. Part time 0.6

Required for the Autumn Term 1987 an experienced, well qualified teacher to teach the Nursery Class of three and four year olds, mornings only Autumn and Spring terms; two full days, three mornings in the Summer Term.

The applicant must be familiar with Froebelian aims and principles and be prepared to work closely with colleagues in a new Kindergarten unit opened in 1986.

Please apply in writing to the Headmistress, enclosing c.v. and the names of two referees.

(16989)

HAMPSHIRE
ROOKESBURY PARK SCHOOL
Wickham, Hampshire PO17 6HT
Girls Boarding & Day Preparatory School - I.A.P.S.
Required for September 1987 a teacher for class of 9 and 10 year olds and prepared and qualified to teach Geography to C.E.E. level. A willingness to participate in the activities of a boarding school is essential & ideally the applicant would be resident.
Apply in writing to the Headmistress, giving names & addresses of 2 referees.
(05675) 205624

HERTFORDSHIRE
LOCHINVER HOUSE SCHOOL
Heath Road, Potters Bar EN6 1LW
Tel: Potters Bar (0707) 53064
IAPS 315 day boys 5 - 13
An INFANT teacher required for September 1987. Small classes, good facilities and a new building and department being planned. Some help with after school activities with older boys essential. Congenial atmosphere.
Salary above Baker with additional Lochinver allowance. Government superannuation.
Apply immediately to the Headmaster with full curriculum vitae and the names addresses and telephone numbers of two referees.
(31752) 205624

KENT
Full-time Infant Teacher for September for 5 or 6 year olds.
Part-time (5 mornings) Nursery Teacher for September for a small class of 3-4 year olds.
In both position qualified teachers are required, experience with the age group and music would be an advantage. Scale 1 plus Outer London Weighting.
Letter of application with full c.v. and the names of two referees to the Headmistress, West Lodge School (Educational Trust), 36 Station Road, Sidcup, Kent DA15 7DU.
West Lodge is an independent preparatory school for boys and girls. (31708) 205624

KENT
BASTON SCHOOL
Required for September 1987 for Junior School of 100 girls, a fully qualified and enthusiastic teacher for 10-year-olds to teach across the curriculum but specialising in mathematics and science.
Applications in writing with full CV and names and addresses of two referees to the Principal, Baston School, Hayes, Bromley BR2 7AB.
(31780) 205624

LONDON N6
CHANNING SCHOOL
Highgate, London N6 5HF
Required for September 1987 form teacher (small class of 6-7 year olds) in lively expanding Junior School with happy caring atmosphere in Highgate Village.
Scale 1 Burnham/Baker with maximum London Allowance.
Please apply by letter to The Headmistress enclosing curriculum vitae and the names and addresses of two referees as soon as possible.
(43004) 205624

LONDON NW1
Required for September a fully qualified teacher of English and Latin to teach these subjects to middle and senior classes in this large co-educational preparatory school. Ability to take boys games essential. Salary according to qualifications and experience on the London Burnham Scale.
Apply with Curriculum Vitae and the names of two referees to: The Headmaster, North Bridge House School, 14 Gloucester Gate, Regent's Park, London NW1 4HG.
(43328) 205624

LONDON NW3
NORTH BRIDGE HOUSE SCHOOL
Hampstead and Regent's Park Independent Co-educational Preparatory School
Ages 4-8 year olds
Due to expansion there will be vacancies in September for teachers of Infants and Lower Juniors. Salary according to qualifications on the London Burnham Scale. Membership of the D.E.S. Superannuation Scheme.
Apply with curriculum vitae and the names of two referees to: The Headmistress, North Bridge House School, 8 Netherhall Gardens, London NW3.
(43455) 205624

LONDON SE21
OAKFIELD PREP SCHOOL
London SE21
Independent Coeducational Day School
320 Children 3-11
There will be three staff vacancies in September 1987 due to increases in pupil numbers.
The Pre-Prep Department requires a qualified teacher for 5-6 year olds, and a qualified teacher for 6-7 year olds.
The Prep Department requires a qualified teacher for 7-8 year olds.
Classes have between 18-20 pupils. Applicants must be enthusiastic and willing to contribute to the life of this lively and friendly school.
Salary will be in line with the new Basic Scale, plus Inner London Allowance of £1,215 and DES Superannuation.
Please apply to the Headmaster, Oakfield Prep School, 125 Thurlow Park Road, West Dulwich, London SE21 8HP, with a C.V. plus the names and addresses of two referees and a phone number. (05080) 205624

LONDON SE24
HERNE HILL SCHOOL
Exciting New Project: Well established Nursery School of 90 pupils is forming a Co-ed. pre-prep. dept. We are seeking an experienced, energetic, enthusiastic, Reception Teacher for September 1987. Negotiable salary based on Burnham Scale. Further details please ring 01-274 6336: 8.15 - 9.00 a.m., 3.45 - 4.15 p.m., 7.30 - 8.30 p.m. No Wednesdays.
(31779) 205624

LONDON SW7
THE HAMPSHIRE SCHOOL
Qualified and experienced teachers for 4 and 5 year olds needed for September 1987 for the following posts:
1) A permanent full time appointment.
2) A one term full time appointment to cover maternity leave.
Please apply in writing with curriculum vitae and names and addresses of three referees to The Headmaster, The Hampshire School, 63 Ennismore Gardens, London SW7 1NH.
(31171) 205624

LONDON SW7
SOUTH KENSINGTON
Required for September '87 qualified and experienced Form Teacher for 4-5 year olds. Full teaching salary and London allowance. Current driving licence an asset. S/c accommodation available.
Apply with c.v. to Mrs Bird at Falkner House Girls' Preparatory School, 19 Brechin Place, London SW7 4QB. Tel: 01-373 4501. (09863) 205624

LONDON SW7
VALE SCHOOL
Kensington
A teacher is required in September for 10-11 year old girls. Must have knowledge of requirements for Common Entrance at 11+.
Please write with C.V. to the Principal, 3 Eaton Gate, London, SW1. (43428) 205624

LONDON W13
NOTTING HILL AND EALING HIGH SCHOOL
G.P.D.S.T.
An enthusiastic and experienced teacher is required for September 1987 to teach a Kindergarten class of 5 year olds. Notting Hill and Ealing High School is an academically selective school of 750 girls from 5-18 years of age, 208 in the Junior School (5-11) and 542 in the Senior School (11-18). Salary in accordance with Basic Scale. Closing date for applications Friday 15th May.
Please apply by letter with a full curriculum vitae and the names of two referees to: The Headmistress, Notting Hill and Ealing High School, 2 Cleveland Road, Ealing, London W13 8AX. (37045) 205624

LONDON W13
NOTTING HILL AND EALING HIGH SCHOOL
G.P.D.S.T.
A qualified and experienced teacher is required in September to take responsibility for general subjects in a class of 9-10 year old girls. Part Time post (0.8). This is a temporary position to cover maternity leave. Salary in accordance with Basic Scale.
Please apply by letter with a full curriculum vitae and the names of two referees to: The Headmistress, Notting Hill and Ealing High School, 2 Cleveland Road, Ealing, London W13 8AX. (37046) 205624

LONDON W5
Junior teacher required September 1987 in expanding traditional boys' prep. school.
Apply with c.v. and 2 refs. to: Headmaster, Clifton Lodge, Ealing W5 3TU.
(31228) 205624

LONDON W5
BEACON HOUSE SCHOOL
15 Gunnersbury Avenue, Ealing, London W5 3XD
(Independent day school for boys and girls aged 3-11)
Qualified full or part-time teacher required for small independent day school. Lively friendly atmosphere likely to suit mother of school age children.
Apply in writing with full CV and the names of two referees to the Headmistress.
(37089) 205624

LONDON W8
KENSINGTON PREPARATORY SCHOOL FOR GIRLS
17 Upper Phillimore Gardens, London W8 7HF
The Girls' Public Day School Trust
Independent Day School for Girls
Required for September, 1987.
Experienced full-time qualified teacher to be responsible for a form of 25 girls aged 7-8 years. Burnham Scale 1, plus Inner London Allowance.
Apply in writing to the Headmistress together with Curriculum Vitae and names and addresses of two referees.
(05680) 205624

LONDON W8
ALLENDALE PREPARATORY SCHOOL
Allen Street, London W8 6BL
Required for September full time teacher for reception class.
Apply in writing to the Headmistress at the above address. (43420) 205624

LONDON
COLFE'S SCHOOL, HORN PARK LANE, SE12 8AW
HMC 650 boys 11-18 IAPS 180 boys 7-11
A vacancy will occur in September, 1987, for a qualified teacher to teach General Subjects throughout the Preparatory School. A suitably qualified applicant could also teach in the Senior School. Applications from new teachers welcomed. The Colfe's Scale (above Burnham 2 and London Allowance) available for experienced applicant. Involvement in extra-curricular activities essential: games welcomed.
Details from and applications with names of 2 referees to the Headmaster by May 15th. (05498) 205624

LONDON
PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15 6BH
Tel: 01-788 4886
Headmistress: Mrs. P.A. Penney
REQUIRED FOR SEPTEMBER two experienced and enthusiastic infant teachers; one post would be for 1 term (maternity leave) with probability of permanent appointment. The second post would be permanent. Please state for which post you wish to make application.
An ability to teach class music, to play the piano or to teach computer studies would be an added recommendation for any of the above posts but is not essential.
Letters of application with curriculum vitae and the names of two referees should be sent as soon as possible to Head.
(31496) 205624

MIDDLESEX
DENMEAD SCHOOL
Hampton
(IAPS 200 day boys 3-13 years)
Requires Staff in September as follows:
(a) FULL TIME: Young enthusiast with 1st team Rugby, Football, Cricket and P.E. to teach Junior subjects.
(b) PART TIME: to teach Geography and History to C.E. level.
'Baker' and DES pension, etc.
Details of post and accommodation from: Headmaster, Denmead School, Hampton, Middx. TW12 2LP. Tel: 01-979 1844. (05060) 205624

MIDDLESEX
NORTHWOOD COLLEGE
Northwood
(Girls' Independent School - 490)
(Junior School for 200 aged 4-11 years)
Required for September, 1987, a Form Teacher for a class of 4-5 year olds or 5-6 year olds.
Ability to play the piano and interest in music would be an advantage but not essential. Burnham Scale with Outer London Allowance.
Please reply in writing to the Head Mistress with C.V. and giving names, addresses and telephone numbers of referees. (00185) 205624

NORFOLK
TAVERHAM HALL
Norwich NR8 6HU
Required in September qualified teacher of general subjects, mainly English, for 9-11 age range. We seek a young, energetic person, perhaps starting career, with interest in boys' and girls' games and a commitment to life in a boarding school. Single resident accommodation available. Salary above Burnham. IAPS Pension.
Apply to Headmaster with full c.v. and two referees.
(31628) 205624

NORTH MANCHESTER
Teacher of top Juniors (9-11 yrs) req. September for Nth. Manchester prep. school. Possibility of exam class.
Baker related salary.
Tel: 061-681 3097 for details or write to Norman House School, 349 Hollinwood Ave., New Moston, Manchester. (37313) 205624

SOMERSET
QUEENS COLLEGE PRE-PREPARATORY SCHOOL
Day pupils 4 - 8
Required for September 1987 an enthusiastic infant teacher with a particular interest in games and P E for an expanding new school.
Applications and CV together with names, addresses and telephone numbers of two referees to:
The Headmistress, Queen's College Pre-Prep school, 96 Trull Road, Taunton, Somerset. (05499) 205624

SOUTH KENSINGTON
Required for September 1986 qualified and experienced Form Teachers for 4-5 year olds and 8-9 year olds for September 1987. Full teaching salary and London Allowance. Driving Licence an asset. S/c accommodation available.
Apply with CV to Mrs. Bird, Falkner House Girls' Preparatory School, 19 Brechin Place, London SW7 4QB.
(05062) 205624

SOUTHAMPTON
CHARLTON HOUSE
St. Mary's College, Bitterne Park, Southampton SO2 4HPO
Required from September, 1987: Teacher for Juniors. Ability to assist with Boys' Games an advantage.
Application forms from the Headmaster. (43479) 205624

SUFFOLK
YOUNG GENERAL SUBJECTS teacher required September 9-11 year olds, preferably some FRENCH and GAMES. IAPS Boarding prep. (... boys). Country. Salary "... or incremental ...ment.
Apply H.M. Old Buckenham Hall, Brettenham, Ipswich IP7 7PH. (31713) 205624

SURREY
ABERDOUR SCHOOL
I.A.P.S.
210 day boys 5-13 years
Required for September teacher for 9-10 year olds, boys preparatory ... General subjects to be ... but a particular interest ... languages is essential. ... scale and D.E.S. ... scheme.
Apply in writing with ... C.V. and the names of ... referees to the Headmaster, Aberdour School, Brighton Road, Burgh Heath, Tadworth, Surrey KT20 6AJ.
(43045) 205624

SURREY
ROWAN PREPARATORY SCHOOL
Claygate, Esher, Surrey
I.A.P.S. 290 girls
SEPTEMBER 1987
Pre-Preparatory Department (140 girls) requires a full-time qualified teacher for form of 5/6 year olds. This is ... Maternity Leave post with a good possibility of becoming permanent.
Ability to play piano ... asset.
Salary: new national ... apply.
Applications in writing together with c.v. names, addresses/telephone numbers of three referees, to be sent to the Headmaster, 6 Fitz... Road, Claygate, Esher, Surrey KT10 0LX. (31612) 205624

SURREY
TORMEAD SCHOOL
Guildford
JUNIOR DEPARTMENT
Independent School for ... girls aged 5 - 18: G.S.A.
Class Teacher for 5 year ... required for September 1987. Salary according to the ... national scales plus ... Fringe Weighting. Government superannuation and sick ... regulations apply.
The class has 20 children ... a helper to assist the Te... for much of the time.
Please apply in writing to the Headmistress, Tormead School, Cranley Road, Guildford GU1 2JD, giving full curriculum vitae and the ... and addresses of two referees.
(31623) 205624

SURREY
ST. IVES SCHOOL
Haslemere, Surrey GU27 ...
IAPS Girls Day School
Reception Class teacher required from September 1987. Burnham Scale 1 Post.
Written applications ... C.V. and two referees ... as possible to the Headmistress. (31867) 205624

SURREY
CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY
An independent, co-educational day and boarding school with 700 pupils. ... the Junior School. All boarders attend the Christian Science Sunday School.
Required for September 1987 PRIVATE ... Qualified SCHOOL teacher for ... teaching in out Junior ... (4 to 8 year olds).
Salary based on National Scale 1 with Surrey Allowance. Government Superannuation.
Application forms should be obtained from the Principal ...
(43452) 205624

SURREY
SUTTON HIGH SCHOOL
55 Cheam Road, Sutton, Surrey
Tel: 01-642 0594
Required in September a ... qualified teacher to take charge of class of 7-8 year olds, ... participate in an academic ... creative Junior Department ... Initially a temporary ... occasioned by confinement leave.
Please apply by letter to the Headmistress, stating ... interests, giving a curriculum vitae, and the names of ... referees. (43459) 205624

SURREY
KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. Day Preparatory School)
Required in September 1987 qualified and experienced Form Teacher to take new class of 9-10 year old boys ... in addition teaching some ... jects to a class of 10-11 ... olds. Help with the supervision of games is also required ... The school is a Trust ... King's House Scale, ... Allowance and Government Superannuation are paid.
Please write to the Headmaster, King's House School, 68 King's Road, Richmond, Surrey TW10 6ES, enclosing Curriculum Vitae and ... names and addresses of ... referees. (31896) 205624

WEST MIDLANDS
Full Time Qualified and experienced teacher required ... Kindergarten boys (3 years) commence September 1987 ...
All applicants to ... writing and enclosing full ... to: The Principal, Wylde Green College for Boys, 345 ... ingham Road, Wylde Green, Sutton Coldfield, West Midlands B74 2NP.
(05460)

PREPARATORY SCHOOLS
continued

WEST SUSSEX
PENTHORPE SCHOOL
Rudgwick, Horsham, W. Sussex RH12 3HJ
IAPS Co-Ed.. Boarding/Day. 115 pupils)
RESIDENT CLASS TEACHER required for September for form 8/9 year olds. Free single accommodation and board available in return for boarding duties. Ability to teach boys' games and to assist with Scouts would be an advantage. Salary as Baker plus D.E.S. Pension.
Apply in writing with C.V. and names of two referees to the Headmaster from whom further details may be obtained. (31604) 205624

WEST SUSSEX
Required for September. ... teacher needed to take junior subjects for 7/8 year olds. Willingness to be involved in the life of a very busy boarding school important. and an interest in girls games an advantage. Residential accommodation available. Salary based on new main... scales. IAPS Coeducational school. 330 children ... boarding.
Please apply with telephone numbers of two referees to: Mrs and Mr C.C. ... Walden, Windlesham House School, Washington, Pulborough, West Sussex RH20 4AY. (37037) 205624

WILTSHIRE
THE WARMINSTER JUNIOR SCHOOL
Vicarage Street, Warminster, Wilts. BA12 8PJ
IAPS co-ed Day & Boarding School
Required for September a teacher for General Subjects and to help with extra-curricular activities. Applicants should state their strengths and interests. A specialist in Science, Geography or History a recommendation. This post would suit a College leaver. Warminster School Salary Scale above National Scale plus free board and lodging etc.).
Please apply in writing to the Headmaster, with C.V. and names, addresses and telephone numbers of two referees. (31131) 205624

LONDON W2
Co-educational school (5 - 11 years) requires class teacher for 5 year olds to commence September 1987.
Letter of application with c.v. (and s.a.e. please) to: The Principals, Connaught House School, 47 Connaught Square, London W2 2HL. 01-262 8830. (05544) 205624

Colleges of Further and Tertiary Education

Directors, Principals and Vice Principals

CHESHIRE
COUNTY COUNCIL
HALTON COLLEGE OF FURTHER EDUCATION
Principal: Mr. L.A. Hough, M.Sc., Dip. F.E., C.Eng., M.I.Mech.E., M.I.Prod.E.
VICE PRINCIPAL
Required for this Group VI College to commence duties on 1st September 1987 or as soon as possible thereafter. Applicants are expected to hold a degree and/or professional qualifications with relevant experience at a senior level in Further Education. Closing date: 1st post FRIDAY 22 MAY 1987.
Application forms and further particulars please enclose SAE, may be obtained from the Clerk to Governors, Halton College of Further Education, Kingsway, Widnes, Cheshire WA8 7QQ.
(43410) 220016

EDUCATION DEPARTMENT
EAST KENT AREA

Thanet Technical College,
Ramsgate Road, Broadstairs, Kent.

PRINCIPAL
Burnham (FE) Group 6 (Salary Scale £24,633-£25,818 according to unit total).

Applications are invited for the post of Principal of Thanet Technical College which will become vacant as from 1.9.87.

Application forms and further particulars are obtainable from the Area Education Office, 78/79 London Road, Canterbury, CT2 3LT. (Tel: 0622 66722). Closing date 15.5.87.
(16845)

KENT COUNTY COUNCIL

Buckinghamshire County Council

An Equal Opportunity Employer

PRINCIPAL
AMERSHAM COLLEGE OF FURTHER EDUCATION, ART AND DESIGN
Group 5 (plus Outer London Weighting Allowance)

Required for 1st January 1988 or before if possible. Candidates should be graduates of a British University or the equivalent and must have considerable experience at senior management level in the field of further education.

Application forms and further details from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (Telephone Aylesbury 395000 Ext 659).

Closing date: 27 May 1987.
(40409)

READVERTISEMENT
BELFAST EDUCATION AND LIBRARY BOARD
RUPERT STANLEY COLLEGE
VICE PRINCIPAL

Applications are invited for the post of Vice-Principal of the college to take effect from 1 September 1987, or as soon as possible thereafter.

The college, presently Group 6, has six Departments: Academic Studies, Applied Social Sciences, Community Studies, Continuation Studies, Creative Studies, Vocational Studies.

Applicants must have:

(a) a university degree and a professional qualification in education;
(b) substantial teaching experience in a curricular area relevant to the work of the college;
(c) substantial management and/or administrative experience at a senior level in further education or higher education.

Preference may be given to candidates with experience in the development/application of modern management information system(s).

The position is open to both men and women.

Further information and application forms may be obtained from the Chief Officer, Belfast Education and Library Board, Howard House, 1 Brunswick Street, Belfast BT2 7QA to whom completed applications should be returned not later than 12.00 noon on Wednesday 20th May 1987.

Applicants who responded to the earlier advertisement for this post must re-apply.

Canvassing will disqualify (13409)

Broxtowe College of Further Education

Principal
Candidates (male or female) should be graduates or have equivalent professional qualifications together with appropriate teaching, organisational and administrative experience. The College has four departments; General Education, Business Studies; Adult Education and Engineering Technologies. For salary purposes the College is placed in Group 5.

Further details and application forms are available from the Chief Education Officer, Further Education Group, at County Hall, Tel: Nottingham (0602) 823312 or 823211. Closing date 29 May.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

APPOINTMENTS IN SCOTLAND

PERTHSHIRE
QUEEN VICTORIA SCHOOL, DUNBLANE
(a boarding school for 270 boys 10-18 who are the sons of Scottish Service parents).

A HEAD OF MUSIC
is required for September 1987, or as soon thereafter as possible. The appointment is for an experienced and registered teacher to organise music throughout the school (including the introduction of Standard Grade) to Scottish Higher Grade and above. This is a thriving Department with strong choral and instrumental work.

A commitment to boarding school life is essential and a positive contribution to Rugby and/or CCF/outdoor activities an asset.

The post is resident, and single or married accommodation is available at a fair rent. The post includes boarding school duties for which a superannuable allowance is paid. Salary is in accordance with the Scottish Teachers' Salaries; Circular SE/40 for a Principal Teacher.

Further details and application forms are available from: The Headmaster, Queen Victoria School, Dunblane, Perthshire, FK15 0JY.

(Applicants from an earlier advertisement will be equally considered and need not re-apply.)

Closing date for completed applications is 29 May 1987. Applications should be returned to District Secretariat, Army HQ Scotland, Edinburgh EH1 2YX and NOT Queen Victoria School.

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER
MINISTRY OF DEFENCE (40443)

EDINBURGH
ST. MARGARET'S SCHOOL
East Suffolk Road, Edinburgh EH16 5PJ
Required for September 1987, the following:
Assistant in BUSINESS STUDIES Department to teach to all levels Economics, Accounting and Secretarial Studies.
BIOLOGY teacher to join Science Department. Ability to teach to all levels desirable, but the post could suit a new or recent entrant to the profession. Integrated Science is taught in Senior I.
Part-time teacher of LATIN to teach about half a time-table at all levels.
Part-time teacher of SPANISH to teach about ten lessons a week.
Salaries in the above posts according to Scottish Teachers' Salaries Memoranda.
Further details of these posts can be obtained from the Headmistress (Tel: 031-668 1986) to whom application should be made with C.V. and the names and addresses of 2 referees by Monday, 18th May, 1987. (31658) 170000

GLASGOW
ST. ALOYSIUS' COLLEGE
Glasgow
VACANCY for next session, 1987/88:
PRINCIPAL TEACHER OF R.E.
Further information and application form may be obtained from the Headmaster, St. Aloysius' College, 45 Hill Street, Glasgow G3 6RJ. Tel: 041-332 3190.
Closing date for applications Thursday, 21st May 1987. (31606) 170000

GRAMPIAN
REGIONAL COUNCIL
EDUCATIONAL ADVISER
Applicants must be registered teachers for this post of Educational Adviser in Primary Education at Divisional Education Office at Elgin.
Salary Scale £17,331 - £17,976.
Application forms (2 copies) and further details from the Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU.
Ansaphone service out of office hours Tel: Aberdeen 682887. Closing date for applications May 18th Ref. 333/8TTES.
(31957) 170000

STAFF TUTOR – PHYSICAL EDUCATION (MAJOR GAMES)
Salary at 1.10.87 £15501
(Starting salary calculated in accordance with SE40)

Applications are invited from experienced registered teachers for the above post. The successful applicant must have experience and/or qualification in coaching major games and wikll be responsible for their promotion and development in curricular and extra-curricular time. In addition he/she will be required to liaise with clubs and national associations, assist teachers make the best use of voluntary effort and strengthen the staff tutor team in physical education.

Closing date 20 May 1987.

Application forms may be obtained from the Personnel Department, Regional Headquarters, Newton St. Boswells TD6 0SA. Completed forms should be returned to the Personnel Department.
(13401)

REGIONAL COUNCIL Borders

LOTHIAN REGIONAL COUNCIL
Department of Education
TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted posts.

	PRIMARY	SALARY ON SCALE
HEAD TEACHER	Broomhouse Primary School, Edinburgh	£16,065
	Crofthead Primary School Fauldhouse	£15,147

Salary will be in accordance with the current Scottish Teachers Salaries Memorandum.

Application forms and further particulars may be obtained from Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.

Closing date for applications 22 May 1987.

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.
(40422)

Tayside Regional Council

EDUCATION DEPARTMENT
RECTOR
KIRKTON HIGH SCHOOL, DUNDEE
(Salary at 1. 1.87 £21,114 per annum)
(Salary at 1.10.87 £23,001 per annum)

Applications are invited from suitably qualified registered teachers with considerable experience in promoted posts.

The school is a six-year comprehensive with a roll of approximately 760 and is situated on the northern outskirts of Dundee.

Application forms and further details are obtainable from the Education Department (Staffing Section), Floor 8, Tayside House, 28 Crichton Street, Dundee DD1 3RJ to whom they should be returned not later than MONDAY, 25 MAY 1987.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER
(40442)

WALTHAM FOREST COLLEGE
FOR FURTHER AND HIGHER EDUCATION
SCHOOL OF CATERING, HOTEL ADMINISTRATION AND TOURISM

Head of Department Grade IV

This is a re-advertisement and all previous applications will be considered. The post is tenable from 1st September 1987 following the retirement, on medical grounds, of the present Head of Department.

The School has an excellent national and international reputation and consistently wins medals and awards for student success. We shall be seeking a new Head of School with the ability and personality to foster this reputation and promote the School as a centre of excellence.

Applicants would be expected to have considerable experience in the hospitality or travel and tourism industry as well as experience in a senior post in further or higher education and appropriate professional and educational qualifications.

Application form and further details from the College Personnel Services Officer, Waltham Forest College, Forest Road, London E17 4JB. Tel: 01-527-2311 Extn. 259.

Closing date: 2 weeks from appearance of advertisement.

Salary: £17430 to £19440 inclusive, according to age and experience.

AS AN EQUAL OPPORTUNITY EMPLOYER IN A MULTI-RACIAL AREA WE EXPECT ALL EMPLOYEES TO HAVE AN UNDERSTANDING OF AND COMMITMENT TO FURTHERING EQUALITY AND ELIMINATING DISCRIMINATION.

(04256)

Waltham Forest

COLLEGES OF FURTHER AND TERTIARY EDUCATION continued

ilea Working in Education

SALARY SCALES are in accordance with Burnham (F.E.) award effective from 1st April 1986 and include an inner London allowance. Lecturer 1 on an incremental scale £7,953 - £12,975 with a starting point depending on qualifications, training and experience. Then to £13,173 - £14,766.
Head of Department (Grade V) £19,284 - £21,291.

WOOLWICH COLLEGE
Villas Road, Plumstead, London SE18 7PN.
Tel. 01-855 1216.

Head of Department of Arts and Liberal Studies

Applications are invited from educationalists with substantial experience for the post of Head of Department of Arts and Liberal Studies.

Further details available from the Senior Administrative Officer at the College. Closing date for receipt of applications is 18th May 1987.

JOB SHARING. All posts grade Lecturer I to Principal Lecturer are suitable for job share. Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for: Colleges by Karen Newbury, PS/FHE/EO OPPS, Room 436, The County Hall, London SE1 7PB.

BRIXTON COLLEGE
Ferndale Road, SW4 7SB.

Lecturer 1 Business Studies

Required as soon as possible to teach on a range of modules and units including the Organisation in its Environment on BTEC National and enterprise skills on Business Start-up courses.

Application forms from the Applications Secretary at the above address. Please quote Ref. TL20. Please enclose a sae.
Closing date: 22nd May 1987.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

Lothian Region Colleges of Further Education

WEST LOTHIAN

HEAD OF DIVISION OF TECHNOLOGY

Salary on Scale: Head of Department Grade 10 £18,480.

A Head of Department is required for August 1987. The Division of Technology has been formed from the amalgamation of the former departments of Building and Engineering.

Applicants should have appropriate qualifications, sound industrial experience and experience at a senior level in a Further Education College.

Application form and further details from The Principal, West Lothian College of Further Education, Marjoribanks Street, Bathgate. Telephone: (0506) 634300.

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.

W D C SEMPLE, Director of Education (40421)

KEIGHLEY TECHNICAL COLLEGE

FACULTY OF BUSINESS & GENERAL EDUCATION

DIVISIONAL HEAD
GENERAL EDUCATION & FOUNDATION SKILLS (SENIOR LECTURER)

Applications are invited from ambitious, suitably qualified and experienced persons for the above post. The successful candidate will be required to co-ordinate and develop the work of this diverse division. In addition she/he will be required to be fully responsible for two major areas of work from the following: General & Communication Studies, G.C.S.E. or G.C.E. A Level, Foundation Skills for vocational and general education students, and mature student courses in the division. The successful candidate will be required to teach her/his specialist subjects across a range of courses in the faculty.

Further details and an application form are available from the College Administrator, Keighley Technical College, Cavendish Street, Keighley, West Yorkshire. Tel. Keighley (0535) 665421.

Closing date for completed applications, Friday, 15th May 1987.

The College is part of a racially and culturally diverse Community. It is committed to a positive recognition of that diversity in all aspects of its activity and as an Equal Opportunities Employer welcomes applications from candidates of any age, sex, race or disability unless otherwise stated.

(16960)

City of Bradford Metropolitan Council

CLEVELAND COUNTY COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER

STOCKTON-BILLINGHAM TECHNICAL COLLEGE
The Causeway, Billingham, Cleveland TS23 2DB
Tel: Stockton 552101

Head of Department of Business (Grade IV) (Salary Scale £16,704–£18,714)
Applicants should give evidence of extensive, broadly based business experience and an appropriate senior post in further education.

Senior Lecturer in Business and Professional Studies (Salary Scale £15,615–£15,873)
Applicants should hold a degree or equivalent in the relevant discipline and show experience in further education and/or practical experience in business/professional work.

Lecturer (Grade I) **Electrical Engineering**
Applicants must hold appropriate qualifications (e.g. Degree, HND/C or equivalent) and have had sound and relevant industrial experience.
Teaching qualifications and experience are desirable, as is a genuine and enthusiastic interest in the educational and vocational needs of students of all ages.

Application forms and further details obtainable from and returnable to the Principal at the College by 20th May, 1987. (04118)

GLOUCESTERSHIRE COLLEGE OF ARTS & TECHNOLOGY

Applications are invited for the post of:

STAFF TRAINING CO-ORDINATOR

Post Ref. C997K101
Salary within the range £16,704-£18,714 (Under Review)

To direct and manage the Accredited Centre for YTS Staff Training for Gloucestershire and Wiltshire, based at the Gloucestershire College of Arts & Technology. (Christchurch Centre, Cheltenham).
The appointment is renewable annually.
Further details may be obtained from: Administrative Officer (Personnel), GlosCAT, Oxstalls Lane, Gloucester GL2 9HW, to whom applications by letter should be made.
Closing date: 14 days from appearance of advertisement.

Gloucestershire County Council
The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community

Heads of Department

GWYNEDD
COUNTY COUNCIL
CYNGOR SIR GWYNEDD
ADRAN ADDYSG
ADDYSG BELLACH
Yn eisiau ar gyfer 1 Medi 1987:
Coleg Pencraig, Llangefni
PENNAETH YR ADRAN ARLWYAETH
i fod yn gyfrifol am gyrsiau arlwyaeth y Coleg a datblygiad yr adran. Bydd hefyd swyddogaeth ymgynghorol i'r swydd gyda chyfrifoldeb am ddatblygu cyrsiau arlwyo yn y Sir. Dylai'r ymgeiswyr fod yn raddedigion (neu gymhwyster proffesiynol cyfatebol) gyda phrofiad o ddysgu a gweinyddu. Byddai profiad mewn diwydiant yn nadfodol a gwybodaeth o'r Gymraeg yn fanteisiol. Cyflog yn unol a Graddfa Addysg Bellach Burnham i Bennaeth Adran Gradd-fa I - £12,306 - £14,016.
Ffurflenni cais a manylion pellach oddi wrth y Prifathro, Coleg Pencraig, Llangefni, Gwynedd. (Ffon: Llangefni 750101). Dyddiad cau: 26 Mai 1987.

EDUCATION DEPARTMENT
FURTHER EDUCATION
Required for 1 September 1987:
Coleg Pencraig, Llangefni
HEAD OF CATERING DEPARTMENT
to be responsible for the College's catering courses and the department's development. There will also be an advisory role to the post, with responsibility for the development of Catering courses within the County. Applicants should be graduates (or equivalent professional qualifications) with teaching and administrative experience. Industrial experience is essential and knowledge of Welsh an advantage. Salary in accordance with Burnham F.E. Scale for Lecturer Grade 1 - £12,306 - £14,016.
Application forms and further particulars from the Principal, Coleg Pencraig, Llangefni, Gwynedd. (Tel: Llangefni 750101). Closing date: 26 May 1987.
Gwilym E. Humphreys, Cyfarwyddwr Addysg/Director of Education.
(43308) 220018

AVON COUNTY
FILTON TECHNICAL COLLEGE
Filton Avenue, Filton Avenue, Filton, Bristol BS12 7AT
Tel: Bristol (0272) 694217
LECTURER GRADE II in Mathematics required to be responsible for the running of Mathematics section and to teach across the range of 'A' Level and Mathematical subjects.
Further details and application form available by telephoning the Principal, Filton Technical College, immediately.
Please quote ref. no: MbE/3
County of Avon Education Service.
Filton Technical College in Association with H.M. Prison Leyhill, Wooton-Under-Edge
LECTURER I in Basic Education Studies. Application Form and further details available by sending an SAE to the Principal of the college immediately.
Avon is an Equal Opportunities Employer. (37060) 220026

AVON
BRUNEL TECHNICAL COLLEGE
DEPARTMENT OF FOOD AND FASHION
Applications invited for the post of:- SENIOR LECTURER (Head of Bakery School). We are seeking a qualified person with previous experience showing evidence of innovation, flair and leadership qualities.
Sound industrial and teaching experience, linked with the ability to lead a team of staff are essential for the post.
Further details and application forms (to be returned by 19th May 1987) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting Reference 87/22.
Avon C.C. is an equal opportunities employer.
(43425) 220026

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
NEWBURY COLLEGE
Oxford Road, Newbury, Berks. RG13 1PQ
Tel: Newbury 42824/37003
Applications are invited for the following posts:-
1. LECTURER GRADE I/II in COMPUTING To join our Computer Section in teaching BTEC Courses and in providing training to local industry and schools.
2. TEMPORARY LECTURER GRADE I. To cover as above for maternity leave.
Applicants must have a degree. Industrial or commercial experience would be an advantage although new graduates with drive and initiative would be considered.
Further particulars and application form from Principal's Secretary (Extn 208).
Closing date: 22nd May 1987.
An equal opportunity employer. (43481) 220026

Other Appointments

AVON COUNTY
LECTURERS (3 posts)
NURSERY NURSES'
COLLEGE OF FURTHER EDUCATION
1 Worcester Terrace, Clifton, Bristol BS8 3JW
Tel: Bristol 738129
Lecturer II Salary £8,595 - £13,656 (2 posts)
This is a new post of Head of Special Needs to establish and run a course for students with special needs and to teach on other college courses.
Health tutor to lead an established health team in preparing N.N.E.B. students and to teach on other courses.
Lecturer I Salary £6,843 - £11,865.
To work with students with special needs and to teach on other college courses.
All above posts are required from 1st September 1987.
Further details and application forms from the Principal at the above address giving full c.v. and names and addresses of two referees enclosing s.a.e. (returnable by 29th May 1987).
Avon is an equal opportunities employer. (37059) 220026

BAHRAIN
Please see Overseas Section. Lecturer in Secretarial Studies required in Bahrain.
(05621) 220026

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
AMERSHAM COLLEGE OF ART & DESIGN
Stanley Hill, Amersham, Bucks. HP7 9HN
Require for 1 September, lecturer I to teach Spanish, primarily to BTEC National Diploma (Travel and Tourism) students. The ability to offer EFL second language and/or ... would be an added advantage as would be commercial/tourism industry experience.
Further details available (s.a.e. please) from The Principal. (00182) 220026

INDUSTRIAL LANGUAGE TRAINING UNIT

Applications are invited for the following two posts available initially, on one-year renewable fixed-term contracts. (Burnham F.E. Salaries)

Director of Unit
(Senior Lecturer)
Salary Scale £12,615 – £14,820 + £1,110 L.W.

Lecturer Grade II
to support the Director in the Management of the unit's work
Salary Scale £8,595 – £13,656 + £1,110 L.W.

I.L.T.U-s are M.S.C. funded and provide a specialised consultancy service concerned with communication in the workplace and the promotion of equal opportunities.

Application forms (returnable by 28 May 1987) and further particulars available from: Chief Education Officer (Ref. JGG), Town Hall, Barking, Essex 1G11 7LU

Barking & Dagenham Education Department
An Equal Opportunity Employer

CROYDON COLLEGE

Croydon College is a large institution of Higher and Further Education within 15 minutes of Central London. The College is committed to innovative curriculum development and supportive continuing professional development.

Applications are invited for the following posts commencing 1st September 1987.

FACULTY OF BUSINESS AND PROFESSIONAL STUDIES

1 LECTURER II – PERSONNEL/INDUSTRIAL RELATIONS GROUP
The appointment is for a qualified person to lecture in topics related to general personnel management on a wide range of courses (e.g. IPM., DMS, CMS, BTEC Business and other professional qualification courses), with special emphasis on the Employee Resourcing syllabus of the IPM. An interest and potential involvement in short courses will be encouraged. The precise courses will depend on the experience and qualification of the person appointed, but the successful applicant must be prepared to be flexible, to work 1/2 evenings a week, undertake project supervision and occasional residential weekends, and should also be prepared to perform certain administrative tasks as required. the Faculty is a large, busy unit, and the successful applicant will be encouraged to develop his/her potential, thereby contributing to the successful development of the department as a whole. Membership of the IPM and practical experience working in personnel management would be an advantage.

2 LECTURER I – BUSINESS AND FINANCE (SELHURST 16 - 19 Tertiary Centre)
To teach primarily on the BTEC First Diploma Course with a major responsibility for course development. Applicants should offer an academic/professional qualification and experience in the business environment would be an advantage.

HEATH CLARK (16 - 19 Tertiary Centre)

3 LECTURER I – COMPUTING
To teach across the courses at Heath Clark, which currently range from A-Level to CPVE and YTS (Clerical and Retail Specialism)

4 LECTURER I BUSINESS STUDIES AND ECONOMICS
To teach Business Studies and Economics on A-Level and AS Level Courses. An ability to assist with the teaching of A-Level Accounting and/or Law would be an advantage.

Each post offer the opportunity of involvement in pastoral/tutorial responsibilities and in General Studies courses.

The salaries for these posts will be in accordance with the current Burnham Further Education Award which is at present:-
Lecturer II £9,321 - £14,382 p.a.
Lecturer I £7,589 - £12,591 p.a.
Inclusive of London Weighting)

Application forms and further details may be obtained from The Assistant Principal (Personnel), Croydon College, Fairfield, Croydon, CR9 1DX. A self-addressed envelope would be much appreciated. Completed application forms should be returned within fourteen days of the appearance of this advertisement.

Please quote post number when applying.

Croydon is an equal opportunities employer.

(40438)

Lecturer Grade I IN COMPUTING

Applications are invited for 1 September 1987, or as soon as possible thereafter, to teach Computing, Information Processing, Programming and Small Business Systems. Industrial/Commercial experience is highly desirable as is a knowledge of COBOL programming.

Application forms and further details obtainable from the Principal's Secretary. Closing date 14 days after the appearance of this advertisement. East Herts College, Turnford, Broxbourne EN10 6AF. 0992-466451. (04253)

EAST HERTS COLLEGE
TURNFORD, BROXBOURNE
Tel. Hoddesdon 466451

Nene College Northampton

Faculty of Technology

Senior Lecturer in Technology

A Temporary Post for 5 years (MSC supported)

This new post will be based within the faculty to develop and run all forms of INSET courses appropriate to the schools' technology curriculum.
An ability to liaise with schools, colleges and industry is essential.
Further details and application forms are available from: The Dean, Faculty of Technology, Nene College, St. Georges Avenue, Northampton, NN2 6JD. Tel: 0604 714101 Ext. 228.
Completed applications to be returned by Friday 22 May 1987.
The County Council welcomes applications regardless of racial or ethnic origin, sex, marital status or disability.

COLLEGES OF FURTHER AND TERTIARY EDUCATION continued

CALDERDALE METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT

PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION

MIDDLE MANAGEMENT POSTS RESULTING FROM MATRIX REORGANISATION
The College is now implementing its matrix structure at Senior Lecturer level and is looking for individuals with drive and enthusiasm to fill the following vacancies from 1 September 1987.

SECTOR MANAGER POSTS

ED/801 TECHNOLOGY –
Responsible for BTEC and CGLI courses in engineering, construction and motor vehicle.

ED/802 PROFESSIONAL EDUCATION –
Responsible for courses in secretarial business and management studies.

ED/803 GENERAL EDUCATION –
Responsible for GCSE, A and A(S) levels, school links and courses in PE, Journalism and Public Services.

ED/804 CREATIVE AND PERSONAL SERVICES –
Responsible for courses in Catering, Hairdressing, Nursing, Nursery Nursing and Social Work.

GROUP MANAGER POSTS

ED/805 BUSINESS AND MANAGEMENT –
Responsible for resources for teaching business and management subjects.

ED/806 SECRETARIAL –
Responsible for resources for teaching secretarial and clerical subjects.

ED/807 MATHS, SCIENCE, HUMANITIES AND LANGUAGES –
Responsible for resources for teaching these subjects across the college.

Sector managers are responsible as part of a group of five to the Assistant Principal: studies for running courses. Group managers report to the Vice Principal as part of a group of ten on the control of teaching resources.

Applicants should be professionally qualified in an appropriate subject area, preferably also holding a cert in education. However the major qualities sought are successful experience and an ability to recognise and grasp opportunities for development of the service the college provides its community.

Application forms and further details for the above 7 posts obtainable (on receipt of a foolscap sae) from the Chief Education Officer, Northgate House, Northgate, Halifax, HX1 1UN, to whom completed forms should be returned quoting post reference number by Friday, 22 May 1987.

The Council is committed to be an equal opportunities employer and service provider.

(40440)

COVENTRY TECHNICAL COLLEGE
BUTTS COVENTRY CV1 3GD

COVENTRY MANAGEMENT CENTRE

Applications are invited for three posts in this strong and thriving team.

- Preference will be given to candidates with appropriate industrial experience and a teaching qualification.

LII/SL MANAGEMENT ACCOUNTING
We need a qualified management Accountant to teach on a wide range of management courses.

LII/SL MANAGEMENT STUDIES
Two people are required to teach general principles and practice of management, communications and organisation.

Candidates must also be able to offer one or more of Business, Computerised Management Information Systems, Personnel, Economics and Industrial Law.

Salary is currently up to a maximum of £15,873.

For an application form and further particulars, please ring the College Reception on 0203-57221 (24 Hour Answerphone) to be returned by Monday 18th May 1987.

We welcome applications from men and women regardless of disability, race or marital status.

PHONE (0203) 57221

HARLOW COLLEGE
(A Tertiary College maintained by Essex County Council)

Applications are invited for the following posts which are available from September 1987.

1. LECTURER I BUSINESS STUDIES
To teach on a range of subject to BTEC National level to include Finance, People & Organisation and Business Administration.

2. LECTURER I HAIRDRESSING
To teach on City & Guilds 300 course for full time students and to act as deputy to the Lecturer responsible for hairdressing.

3. LECTURER I JOURNALISM
To help organise and develop courses in Newspaper, Journalism and to teach student/trainee journalists on Pre-entry, Block Release and Proficiency Test Refresher courses.

Applicants should have a wide experience in reporting and newspaper production.

Teaching experience and/or qualification desirable, but not essential, as opportunities exist for in-service training.

Salary Scale Lecturer I £6843–£13656
plus London fringe allowance.

Application forms and further particulars are available from The Principal, Harlow College, College Square, The High, Harlow, Essex CM20 1LT, on receipt of a stamped addressed envelope.

Closing date for applications 26 May 1987. (04252)

ESSEX County Council

LANGLEY COLLEGE

Applications are invited for the following posts commencing on 1st September 1987.

Applicants should have appropriate qualifications and experience; a teaching certificate would be an advantage.

Senior Lecturer	in	Hairdressing
Lecturer II	in	Office Technology
Lecturer II	in	Finance and Accounts
Lecturer I/Lecturer II	in	Building Services Engineering
Lecturer I	in	Performing Arts
Lecturer I	in	Pottery

Salary Scale:
Senior Lecturer : £12,615-£14,820) Plus London
Lecturer II : £8,595-£13,656) Fringe
Lecturer I : £6,843-£11,865) Allowance

Berkshire has a scheme for assisting with removal expenses.

The County Council is an equal opportunity employer.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough, SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.

Closing date: 18th May 1987.

(16974)

Gwahoddir ceisiadau am swyddi Darlithydd II/Uwch Ddarlithydd mewn –

CELF A DYLUNIO

ADDYSG GORFFOROL AC ADDYSG ANTUR

o Fedi 1987.

Rhaid i'r ymgeiswyr feddu gradd anrhydedd a/neu radd uwch a gwir ddiddordeb mewn addysg gynradd.

Gradd cyflog (ar hyn o bryd)	Darlithydd II £8595 - £13656 Uwch Ddarlithydd £12615 - £15873

Ceir manylion pellach a ffurflen gais gan y Prifathro, Y Coleg Normal, Bangor. Dyddiad cau 19 Mai, 1987.

(This is an advertisement for Lecturers in Art and Design and Physical and Adventure Education.)

(13320)

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

BEXLEY
LONDON BOROUGH

ERITH COLLEGE OF TECHNOLOGY

Applications are invited for the following post:

LECTURER GRADE II - STAFF DEVELOPMENT

Required for 1st September 1987 to create and contribute to staff development programmes for the College's teaching and support staff, and for staff from other establishments.

Salary: Lecturer Grade II - £9,390 - £14,451 incl.

The LEA operates an Equal Opportunities Policy.

Application forms and further particulars may be obtained from the Senior Admin. Officer, Erith College of Technology, Tower Road, Belvedere, Kent DA17 6JA. (Tel: Erith 42331, Ext. 229) to whom they should be returned within fourteen days of the appearance of this advertisement. (37099) 220026

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
Lecturer I (MATHEMATICS) HM Prisons Grendon/Springhill
Required as soon as possible to teach Mathematics to GCSE level, with additional computing, in these two co-located prisons. The ability to assist with social skills would be advantageous. Further details and application forms from Chief Education Officer, (E8), County Hall, Aylesbury HP20 1UZ. (Tel. Aylesbury 395000, Ext 659).
Closing date for applications: 22 May 1987.
(31848) 220026

CAMBRIDGESHIRE
CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
East Road, Cambridge CB1 1PT
(equal opportunity employer)
SENIOR LECTURER IN ENGLISH AND GENERAL STUDIES
Required from 1st September 1987. Course Tutor for first year 'A' level students in the Faculty of Arts and Languages. Required to teach 'A' level English Literature and Communication Studies to students from other departments.
Candidates should hold a good Honours Degree, preferably with a teaching qualification and have teaching experience in the relevant subjects.
Salary on Scale SL £12,615 - £14,820/£15,873 (award pending), starting point according to qualifications and experience.
Details and forms, to be returned by 20th May, from Administrative Assistant, Faculty of Arts and Languages. Tel: (0223) 352942.
(31659) 220026

CLEVELAND
COUNTY COUNCIL

An equal opportunities employer

LONGLANDS COLLEGE OF FURTHER EDUCATION

LECTURER II IN ADULT EDUCATION AND TRAINING

Applications are invited from suitably qualified candidates with a sound knowledge of adult training schemes and procedures offered by external agencies and ability to control and administer these activities.

Salary: £8,595 - £13,656.

Application forms and further details are available from the Principal's Secretary, Longlands College of *Further Education, Douglas* Street, Middlesbrough, Cleveland TS4 2JW, to whom completed application forms should be returned within 14 days of the appearance of this advertisement. (31860) 220026

EAST SUSSEX
LEWES TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS EDUCATION
Lecturer Grade I in Computer Studies and Information Technology. Suitably qualified applicants, teaching qualification preferred.
Further details and application forms from The Principal, Lewes Technical College, Mountfield Road, Lewes. *Tel:* (0273) 476121.
(43417) 220026

HARINGEY COUNCIL

Haringey College

Haringey College
Park Road
Bounds Green
London
N11 2QF

Acting Principal: Reg Smith BA(Hons) Cert Ed

Appointments from 1 September 1987

Senior Lecturer
In Business Education, to act as Deputy Head of Department.

Salary range: £13,830–£17,088 (including London Weighting).

Applicants should be well qualified, with substantial experience in further education. Industrial experience will be an advantage.

Responsibilities will include oversight of major curriculum areas in the Department of Business Studies, Office Studies and Self Employment.

Lecturer Grade II in Office Studies
Salary range: £9,810–£14,871 (including London Weighting).

Applicants must be able to offer a range of secretarial skills including word processing, and have relevant work experience.

Responsibilities will include co-ordination of full-time 21-hour and part-time programmes, and oversight of office studies' workshops.

Lecturer Grade II in YTS Curriculum Development
Salary £9,810–£14,871 (including London Weighting).

Lecturer required as soon as possible to join Vocational Preparation Unit of the College. The successful candidate will have a leading role in promoting and developing a modular curriculum for YTS and its wider application in the light of the newly established NCVQ.

The successful applicant will have had experience in curriculum innovation in either College or YTS context. The ability to teach Design or Craft Technology would be an advantage.

It is essential that all postholders are fully committed to the aims of the College especially with regard to the policies of Multi-Cultural Education and Equal Opportunities and have had experience with young people and adults from ethnic minority backgrounds.

The Education Service is conscious that in general teachers from black and ethnic minority backgrounds, bilingual *teachers and women teachers are* under represented in Further Education. Applications from members of these groups would be particularly welcome.

Application forms available from:
Anne Odofin, Staffing Officer, Haringey College, Park Road, London N11 2QF.
Telephone 888 7123 Ext. 248.

Closing date Friday 22 May 1987.

Haringey

Haringey is an equal opportunity employer. We *welcome your application which will be* considered on merit, irrespective of race, marital status, sex or any disability you may have.

(13420)

DUDLEY
HALESOWEN (TERTIARY) COLLEGE
Required for September 1987
TEACHER OF ELECTRONICS (LI Scale)
This tertiary college opened in 1982 and has excellent, mainly new, buildings with very good facilities on an attractive site near the edge of the West Midlands conurbation. Of over 1,200 full-time students, about half are taking A level or equivalent courses.
Due to continued growth an additional lecturer is required to teach electronics and electrical science to BTEC National Diploma students and electronics to a range of other courses.
Further information (SAE please) from David Terry, Principal, Halesowen College, Whittingham Road, Halesowen, West Midlands B63 3NA. Closing date for applications Tuesday, 19 May 1987. (37336) 220026

CUMBRIA

CARLISLE TECHNICAL COLLEGE

Applications invited for the following full-time teaching posts, for 1st September 1987

Salary, dependent on experience and qualifications would be Lecturer Grade I, £6,843-£11,865 on appointment, extending to £13,656.

LECTURER GRADE I PLUMBING/ MECHANICAL SERVICES

Re-advertisement - previous applicants will be considered without the need to re-apply.

To teach theory, practice and related subjects to a range of groups including industrial updating and retraining and full and part-time classes up to and including Part III City and Guilds Craft Certificate. The ability to offer gasfitting experience would be an advantage.

LECTURER GRADE I BUSINESS STUDIES.

To teach on a range of Business Studies courses; BTEC National Higher National Certificate in Business Studies, particularly Public Administration subjects.

LECTURER GRADE I GENERAL AND INSTITUTIONAL CATERING

To teach a wide range of theory and practice Catering topics for the commercial and institutional field, up to and including City and Guilds and BTEC Ordinary National Diploma.

Applicants for the above posts must have good professional qualifications in their specialist area and have wide industrial/ commercial experience. The possession of a teaching qualification will be an advantage.

Salary, dependent on experience and qualifications would be Lecturer Grade I. £6,843-£11,865 on appointment, extending to £13,656.

Further details and an application form from: The Principal, Carlisle Technical College, Victoria Place, Carlisle CA1 1HS. To be returned by 18th May 1987. (31742) 220026

DUDLEY
HALESOWN (TERTIARY) COLLEGE
Required for September 1987.
TEACHER OF BUSINESS STUDIES (LI SCALE)
This tertiary college opened in 1982 and has excellent, mainly new, buildings with very good facilities on an attractive site near the edge of the West Midlands conurbation. Of over 1,200 full-time students, about half are taking A-level or equivalent courses.
The progressive and growing Business Studies Department requires a trained graduate with commercial or industrial experience to teach on a range of BTEC and other courses in Business Studies. Ability to offer at least two of information processing, finance, marketing, insurance, retailing, public administration and economics an advantage.
Further information (SAE please) from David Terry, Principal Halesowen College, Whittingham Road, Halesowen, West Midlands B63 3NA. Closing date for applications Tuesday 19th May, 1987. (37339) 220026

DUDLEY
HALESOWEN (TERTIARY) COLLEGE
Required for September 1987.
TEACHER OF ENGLISH (LI SCALE)
This tertiary college opened in 1982 and has excellent, mainly new, buildings with very good facilities on an attractive site near the edge of the West Midlands conurbation. Of over 1,200 full-time students, about half are taking A level or equivalent courses.
The progressive and thriving English Department required an experienced, trained graduate, interested in developing new areas, eg A level Communication Studies or English Language. Interest in linguistics or EFL an advantage.
Further information (SAE please) from David Terr, Principal, Halesowen College, Whittingham Road, Halesowen, West Midlands B63 3NA. Closing date for applications Tuesday 19th May 1987. (37337) 220026

EAST SUSSEX
LEWES TECHNICAL COLLGE
Mountfield Road, Lewes BN7 2XH
Tel. (0273) 476121
DEPARTMENT OF ENGINEERING SCIENCE & CONSTRUCTION
Applications are invited for the post of LECTURER II in Electrical/Electronic Engineering/Microelectronics. To teach the above subjects to B.T.E.C. National Diploma students and to develop and deliver Information Technology (Engineering Applications) to T.V.E.I. students with effect from September 1st, 1987.
Further details and application from are available from The Principal to whom completed applications should be retired within 2 weeks of this advertisement.
(31790) 220026

EAST SUSSEX

HASTINGS COLLEGE OF ARTS & TECHNOLOGY

TEMPORARY LECTURER II IN ELECTRONICS

Required for academic year commencing September 1987. Fixed term appointment, one year whilst present post holder is on secondment. To teach electronics and electrical Principles up to HNC level.

An ability to teach control engineering would be an advantage.

Salary: Lecturer II point to £13,656.

For further details and application forms contact the Staffing Officer, Hastings College of Arts & Technology, Archery Road, St Leonards-on-Sea, East Sussex TN38 0HX. Tel: (0424) 423847.

Closing date for the receipt of completed forms: May 20th. (31862) 220026

EAST SUSSEX

HASTINGS COLLEGE OF ARTS & TECHNOLOGY

TUTOR LIBRARIAN

(fixed term appointment - September 1st, 1987 to August 31st 1988)

Salary: Burnham Lecturer II point 5 £11,031

To manage a busy college library during the secondment of the present post holder to the Open Learning Federation.

For further details and application forms contact The Staffing Officer, Hastings College of Arts & Technology, Archery Road, St Leonards-on-Sea, East Sussex TN38 0HX. Tel: (0424) 423847.

Closing date for the receipt of completed forms: May 20th. (31861) 220026

ESSEX

BRAINTREE COLLEGE OF FURTHER EDUCATION

Department of Technology & Vocational Preparation

LECTURER GRADE II Electronic/Electrical Engineering to teach C & G 224 BTEC Programmes and Electronic/Installations to other engineering courses.

Applicant should be qualified to degree or equivalent standard. Industrial experience is essential; an advantage would be a professional teaching qualification. This post arises from the retirement of the section head and the person appointed will assume the responsibilities for organising the section. Salary Scale £8,595 - £13,656.

LECTURER GRADE I (Multi-skills). Candidates should be teacher-trained in a variety of skills in such *areas as wood/metal or* other materials and have a particular interest in craft courses such as C & G 201 series.

In addition the person appointed would be expected to teach some classes of the 'lesser achievers' who would need motivating on programmes which include 'craft' skills and practical life skills. Salary scale £6,843 - £13,656.

Both posts are vacant from 1st September 1987.

Closing date 22nd May 1987.

Application forms/ details available from: The Principal, Braintree College of Further Education, Church Lane, Braintree, Essex CM7 5SN.
(31797) 220025

GRAMPIAN
REGIONAL COUNCIL

ABERDEEN COLLEGE OF COMMERCE

SENIOR LECTURER III MODULAR COMMUNICATION

Applicants must be suitably qualified with a good degree in English, a teaching qualification and administrative experience. Senior Lecturer will be responsible for non-advanced Communication and related courses on a modular basis.

Salary Scale: £14,463 - £16,056.

Application forms and further details from Director of Education, PE and Admin Staffing, Woodhill House, Aberdeen AB9 2LU [illegible] 25th May. (31955) 220026

GUERNSEY
STATES OF GUERNSEY STATES EDUCATION COUNCIL
COLLEGE OF FURTHER EDUCATION
LECTURER I - WELDING AND FABRICATION
Applications are invited from suitably qualified and experienced teachers for this temporary one year post - duties to commence 1st September 1987.
This post has become vacant due to the present holder being second to University for a Higher Degree. On his return he may take up other duties in which case this post could become permanent.
The successful candidate will be required to teach Welding and Fabrication subjects in the following courses:
COLI 165 - Welding Craft Practice to Advanced level with practical skills bias in metal-arc, oxy-acetylene and gas-shielded process.
COLI 201 - Basic Engineering Craft Competences.
COLI 229 - Fabrication and Welding Craft Competences to advanced level.
Application forms and further details are available from the Director of Education, Education Department, P.O. Box 32, La Couperderie, St Peter Port, Guernsey, to whom completed forms should be returned by Thursday, 21st May 1987. (05353) 220026

HAMPSHIRE
QUEEN MARY'S COLLEGE
1050 Mixed
Required for September, 1987 in this Group XIV comprehensive college, a tutor of Physical Education. Applicants should be willing to contribute to the College's Main Study (non examination) programme. All *staff are appointed* as personal tutors as well as subject specialists. This would be a particularly appropriate post for someone seeking a first teaching post.
S.a.e. to the Acting Principal, Queen Mary's College, Cliddesden Road, Basingstoke, Hants. RG21 3HF for Details.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(31489) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL

NORTH WORCESTERSHIRE COLLEGE
Bromsgrove

DEPARTMENT OF HUMANITIES AND SCIENCE

Applications are invited from suitably qualified persons for the post of:

HEAD OF MUSIC, LECTURER II/I GRADE

Salary Scales: Lecturer II £8,595 - £13,656 p.a. Lecturer I £6,843 - £11,865 p.a.

The person appointed must show successful experience in teaching Music to 'A' Level and Diploma standard. Additionally proven ability in the administration of a music section in a school or college will be a necessary qualification. The appointment will be from 1 September 1987.

Application form and further details from the Acting Principal, North Worcestershire College, Bromsgrove, Worcs. [illegible] 1BB.

WORCESTER COLLEGE OF HIGHER EDUCATION

APPOINTMENT OF TEMPORARY PART-TIME LECTURER IN MATHEMATICS SPRING TERM 1988

Primary Professional Studies initial teacher education. 2½ days per week by arrangement January 11 to March 25 1988. Applications from secondary teachers welcomed.

Salary on Lecturer Grade II Scale £8,595 to £13,656 (or Senior Lecturer Scale £12,615 to £15,873 where qualifications and experience justify) or arrangements as appropriate in circumstances of secondment.

Application forms and further particulars from The Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ, to whom completed forms should be returned immediately. (43446) 220025

HOUNSLOW
SENIOR LECTURER
Applications are invited from qualified persons in Electrical/Electronics and/or Electrical Engineering to be responsible for the running of the Electrical Section of the Department. The duties will also include the teaching of his/her specialist subject to BTEC & C&G students.
Further particulars and application forms returnable within 10 days of the appearance of this advertisement from the Principal. Tel: 01-568 0244, Ext. 231. 220026
(31638)

HOUNSLOW
LECTURER GRADE I IN HISTORY/ECONOMICS
Required for September 1st 1987.
Candidates should be able to offer History and Economics 'A' level mainly on GCE 'A' level courses, and be willing to make a contribution to course development. The ability to offer other subjects in the Business Studies/Social Sciences area would be an advantage.
Recognised teaching qualifications and relevant business experience are desirable.
Further details and application form available from the Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS returnable within 14 days. Tel: 01-568 0244, Ext 231. 220026
(31569)

Mid Glamorgan
COUNTY COUNCIL
Education Department
EDUCATION DEPARTMENT

LECTURING STAFF

BRIDGEND COLLEGE OF TECHNOLOGY

1. Lecturer I in the CARING AND COMMUNITY STUDIES DEPARTMENT.

Applications are invited from suitably qualified and experienced persons to join a team of professional well motivated staff in the work of the Caring and Community Studies Department. The successful applicant *will be required to teach Education/Child* development and other related subjects to N.N.E.B. students and teach when required on C.P.V.E./T.V.E.I. and other courses in the department. Candidates should have suitable qualifications in education, plus practical experience in the Nursery Nurse/Nursery Assistant field. Welsh would be an advantage.

The successful candidate will also be required to visit students in establishments of practical training and should be prepared to attend appropriate courses, conferences, careers conventions etc.

Salary: £6843 - £11865 (with eventual progression to £13,656).

2. Lecturer II in MECHANICAL ENGINEERING (Department of Engineering Technology and Industrial Organisation)

Applications are invited from suitably qualified and experienced persons for the above post. The successful candidate will be required to teach a range of subjects up to B.T.E.C. Higher National Certificate and Diploma Level.

Applicants should possess a minimum of a B.T.E.C. Higher National Diploma/Certificate in Engineering. The ability to offer some computer based work is essential.

The post requires a person who has a good proven practical background in an industrial environment and is prepared and able to support the College in industrial linked projects.

Salary: £8595 - £13,656.

Application forms to be returned by 22nd May, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Sunnyside, Bridgend CF31 4AR, Tel. Bridgend (0656) 62111.

AN EQUAL OPPORTUNITIES EMPLOYER

E. ROBERTS
DIRECTOR OF EDUCATION

(16965)

NEW COLLEGE DURHAM
An Institute of Further and Higher Education

SCHOOL OF CONSTRUCTION
Lecturer I in Construction Works and Highways

A Lecturer I is required to teach practical skills and associated highways technology up to Advanced Craft Certificate level.

Candidates should possess appropriate Works and Highways qualifications and have considerable industrial experience.

Further particulars and application forms, returnable by Friday, 22nd May, 1987, may be obtained from The Principal, New College Durham, Framwellgate Moor Centre, DURHAM, DH1 5ES on receipt of a stamped addressed envelope.

(16964)

LINCOLNSHIRE EDUCATION AUTHORITY

BOSTON COLLEGE

Required from 1st September 1987

SENIOR LECTURER IN BUSINESS STUDIES AND MANAGEMENT

This College is organised as a Matrix Structure, and the successful candidate will be required to direct the Business Studies and Management Programme within that structure.

The appointment also carries the responsibility for the Wardenship of the College's Skirbeck Hall annexe.

The College seeks an appointment with a broad perspective of the NAFE Business Studies Sector and the background and enthusiasm to initiate and develop courses appropriate to the environment.

Salary, Burnham Further Education Senior Lecturer £12,615 – £14,820 (bar) – £15,873 p.a.

LECTURER GRADE I IN BUSINESS STUDIES

Required to teach Information Technology to Courses in the Business Studies programme. The ability to teach Accounting would be an additional recommendation. Salary, Burnham F.E. Lecturer Grade I, £6,843 — £11,865 p.a.; automatic progression to Lecturer II scale.

Further details and application forms are obtainable from the Principal, Boston College, Rowley Road, Boston, Lincs. PE21 6JF. to whom they should be returned by Tuesday 26th May 1987.

Lincolnshire
County Council

COLLEGES OF FURTHER AND TERTIARY EDUCATION
continued

Dunstable College
BEDFORDSHIRE EDUCATION SERVICE

DEPARTMENT OF BUSINESS STUDIES & HUMANITIES

PRINCIPAL LECTURER
Deputy Head of Department

The Grave IV Department has courses in Management Studies, Secretarial Studies, Business Studies and Humanities. In addition to assisting with the organisation of the Department, the postholder will undertake a teaching role within it. We are seeking a candidate with a knowledge of the new Further Education initiatives and an ability to foster inter-departmental co-operation.

LECTURER II IN SECRETARIAL STUDIES
To teach a range of secretarial subjects and participate in *the organisation and development of the work of the Sec*retarial Division.

LECTURER II IN MODERN LANGUAGES
To teach a range of language courses and take responsibility for the development of languages at all levels across the Department.

LECTURER IN BUSINESS COMMUNICATIONS
To teach on a range of courses. Teaching, with possible administrative experience, on MSC courses would be advantageous, as would an interest in assisting in the development of media studies.

TEMPORARY LECTURER IN INFORMATION TECHNOLOGY
This is a one year post while the present incumbent is on secondment. To teach on a range of courses. An ability to offer BASIC and Data Processing would be an advantage.

COMMUNITY STUDIES DEPARTMENT

LECTURER IN HOME ECONOMICS
To teach general home economics up to the standard of City & Guilds Cooks Professional Certificate 332/2.

LECTURER – SPECIAL NEEDS
An enthusiastic and flexible person is required to teach students with special educational needs. The successful *candidate will be teaching on both full-time and* YTS courses for those with moderate learning difficulties. An interest in art and craft would be an advantage.

PRINTING & GRAPHIC ART DEPARTMENT

LECTURER IN LITHOGRAPHIC PRINTING
To teach lithographic printing, planning and plate making to C&G level and printing to graphic design students up to Higher Diploma Level.

LECTURER IN REPRODUCTION PHOTOGRAPHY IN THE GRAPHIC ARTS
To teach reproduction horizontal and vertical photography to C&G level and printing *to graphic design students up to* Higher Diploma level.

LECTURER IN GRAPHIC DESIGN
To teach general graphic design, typography and artwork up to BTEC Higher Diploma level. Interest in audio visual and computer graphics would be an advantage.

Principal Lecturer Salary Scale
£14,784 - £18,588 (under review)
Lecturer II Salary Scale:
£8,595 - £13,656 (under review)
Lecturer Salary Scale:
£6,843 - £13,656 (under review)

Further details and application forms obtainable from the Principal's Secretary, Dunstable College, Kingsway, Dunstable LU5 4HG (SAE Please). Tel: (0582) 696451. Forms to be returned to the College by 22nd May 1987.

Bedfordshire County Council is an Equal Opportunities Employer.

(13412)

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

The following are required for 1st September 1987, unless otherwise stated and the closing date is 21st May, 1987.

FURTHER EDUCATION

Application forms and further information from the Principal at the appropriate College (SAE please).

RUNSHAW TERTIARY COLLEGE
Langdale Road, Leyland, Preston

TWO POSTS

(1) LECTURER II – BUSINESS STUDIES TO HELP TO CO-ORDINATE BTEC AND TO TEACH O AND E AND RELATED SUBJECTS.

(2) LECTURER I – IN COMPUTING/INFORMATION TECHNOLOGY

ACCRINGTON & ROSSENDALE COLLEGE (Group 6)
Sandy Lane, Accrington

LECTURER I – IN BEAUTY THERAPY – TO TEACH WITHIN BTEC, CITY & GUILDS AND ADVANCED COURSES. BODY TREATMENT SPECIALIST QUALIFICATIONS/ EXPERIENCE ADVANTAGEOUS.

Application forms and further details from District Education Officer, Ewbank House, Cannon Street, Accrington, Lancs.

BURNLEY COLLEGE, SHOREY BANK
Ormerod Road, Burnley

Required as soon as possible

SCALE – LECTURER I (£6,843 - £13,656 per annum) WITH SPECIAL RESPONSIBILITY FOR TRADE UNION STUDIES.

(13414)

NEWHAM COMMUNITY COLLEGE

AN EQUAL OPPORTUNITY EMPLOYER

This new College of Further, Higher and Adult Education provides education and training for the whole community — from basic skill level to final professional qualifications.

LECTURER I – HAIRDRESSING/BEAUTY THERAPY

To teach students attending Hairdressing and Beauty Therapy courses in the Department. Experience in teaching both these areas would be an advantage. Applicants should preferably be qualified teachers, with appropriate industrial experience.

This is a readvertisement — previous applicants need not re-apply.

Applications from women, members of ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.

Salary in the range: £6843 - £11865 plus £1110 London Weighting.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing date: Friday 22nd May 1987.

(17380)

DURHAM COUNTY COUNCIL
BISHOP AUCKLAND TECHNICAL COLLEGE

SENIOR LECTURER/DEPUTY HEAD OF DEPARTMENT OF CREATIVE AND COMMUNITY STUDIES

Applications are invited from suitably experienced candidates who have appropriate degree or professional qualifications for this newly created post to commence in September 1987. The appointee will be required to undertake a significant administrative role and must possess a teaching qualification and the ability to teach within the disciplines of the Department.

SENIOR LECTURER/DEPUTY HEAD OF DEPARTMENT OF TECHNOLOGY

The successful candidate is expected to have a degree and/ or professional qualifications and be capable of teaching a range of subjects and at all levels. The ability to maintain and foster a good team spirit amongst colleagues is essential, whilst taking a leading role in the new work in the department.

The post is available from 1st January 1988, following the retirement of the present post holder.

Application forms and further details, returnable by 22nd May, 1987, can be obtained from the Principal, Bishop Auckland Technical College, Woodhouse Lane, Bishop Auckland, Co. Durham, DL14 6JZ, Tel. No. 0388/603052.

(40428)

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

HOUNSLOW
HOUNSLOW BOROUGH COLLEGE
Required for September 1st 1987. LECTURER I in Graphic Design. Applications from experienced Designers or Graduates to teach Graphic Design on BTEC OND and HND courses. A sound knowledge of Computer Graphics would be an advantage.
LECTURER I in Art and Design. To assist in the teaching of City and Guilds Hairdressing students. Some other teaching may be offered in the areas of BTEC Higher National Diploma, Foundation and BTEC National Diploma.
Salary scale £6,843 to £13,656 + Outer London Allowance (under review).
Further details and application form available from The Principal, Hounslow Borough College London Road Isleworth TW7 4HS returnable within 10 days. Tel: 01-568 0244, Ext. 231.
(31454) 220026

KINGSTON UPTON THAMES
LONDON BOROUGH OF KINGSTON UPON THAMES KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston Upon Thames, Surrey KT1 2AQ
DEPARTMENT OF GENERAL STUDIES
LECTURER I IN PHYSICAL EDUCATION
POST NO. 87 56 19
REQUIRED FOR SEPTEMBER 1987 OR AS SOON AS POSSIBLE AFTER IN THE PHYSICAL EDUCATION AND RECREATION SECTION.
Applications are invited for this full time post to join an established team of three men Physical Education Lecturers. Applicants should be qualified teachers, capable of coaching a wide range of activities and be willing to be responsible for some Ladies Team and Aerobics training. The successful candidate will be expected to tutor the 'C & G 481, Recreation and Leisure Studies Course' and knowledge of this course would therefore be a distinct advantage.
Salary Scale in range £6,843 - £11,865 plus £726 London Allowance.
Apply in writing to the Principal for an application form, enclosing a large stamped addressed envelope, quoting post number. Closing date for applications is 2 weeks after the appearance of this advertisement.
THE ROYAL BOROUGH OF KINGSTON UPON THAMES IS AN EQUAL OPPORTUNITIES EMPLOYER.
(31541) 220026

HOUNSLOW
HOUNSLOW BOROUGH COLLEGE
DEPARTMENT OF ENGINEERING
LECTURER I IN MECHANICAL ENGINEERING
Required to teach Engineering Drawing, Engineering Science and Workshop Technology based subjects, but encouragement would be given for involvement in CNC, CAD etc. to develop short courses to meet local industrial training needs.
The ability to offer computing skills would be welcomed. Further details and application form available from The Principal, Hounslow Borough College, London Round, Isleworth TW7 4HS returnable within 10 days. Tel: 01-568 0244. Ext. 231.
(31453) 220026

HUMBERSIDE
GRIMSBY COLLEGE OF TECHNOLOGY
LECTURER GRADE I - CARING SKILLS
Salary Scale: £6,843 - £11,865 per annum progressing to £13,656 (pay award pending)
Point on scale according to qualifications and experience
Required to teach on a wide range of courses in Health, Community and Child Care. Applicants should have recent experience in Health, Community or Social Work, and a relevant qualification in one of these areas is essential.
Application form and further details available, on receipt of stamped addressed envelope, from the Personnel Section, Grimsby College of Technology, Nuns Corner, Grimsby, South Humberside DN34 5BQ, to whom they should be returned by 20th May 1987.
Humberside County Council - Working Towards Equal Opportunities.
(31619) 220026

LINCOLNSHIRE
GRANTHAM COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF GENERAL EDUCATION
LECTURER GRADE II IN CARING SUBJECTS
Required from 1 September 1987, to lead a large section of the General Education Department offering courses to BTEC first diploma in care, PCSC and pre-nursing students. Applicants should preferably be teacher trained/graduates with relevant professional experience.
Further particulars and application form may be obtained from the Principal at the College, Stonebridge Road, Grantham, Lincs. Tel: (0476) 63141 and should be returned by 18th May, 1987. (31653) 220026

COUNTY OF AVON EDUCATION SERVICES
SOUTH BRISTOL TECHNICAL COLLEGE
Marksbury Road, Bedminster, Bristol BS3 5JL
DEPARTMENT OF GENERAL STUDIES
Applications are invited for the post of:
LECTURER II IN PRE-NURSING AND CARING STUDIES
Required for 1 September, next, to teach and act as course tutor to students preparing for entry to nursing and paramedical professions.
In addition to teaching, the successful candidate will be responsible to the Head of Department for course organisation, interviewing applicants, monitoring of student progress and liaison with local hospitals in connection with work-experience placements.
Applicants should possess appropriate academic and/or professional qualifications and will, ideally, have relevant experience of both teaching and hospital work.
Salary £8595–£13,656 (under review).
Further details and application forms, returnable by Wednesday 20th May, are available from the Chief Administrative Officer at the above address.
Please enclose S.A.E.
Avon is an equal opportunites employer.
(16998)

LECTURER II (SCIENCES)
able to teach General Sciences is required from 1st September 1987.
Salary £8,595 – £13,656 per annum dependent on qualifications and experience.
Further details and application form available from Miss M. Lawrence at the College.
Completed application forms to be returned to The Principal by Wednesday 20th May 1987.
Barnfield College
New Bedford Road, Luton LU3 2AX Tel (0582) 507531.

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
DEWSBURY COLLEGE
Applications are invited from suitably qualified and experienced candidates for the following posts to commence in September 1987 or as soon as possible thereafter -
LECTURER II IN MATHEMATICS (Ref: DC/M.1)
To co-ordinate the teaching of Mathematics throughout the College and to develop the College's mathematics workshop provision.
LECTURER II IN PHYSICAL EDUCATION (Ref: DC/PE.2)
To take responsibility for the College's activities programme, initiate and develop courses related to the leisure industry, and to co-ordinate the teaching of recreation and sporting activities.
LECTURER I IN OFFICE SKILLS (2 POSTS) (Ref: DC/OS.3)
To teach Typewriting, Office Practice, Teeline Shorthand and Information/Word Processing to students on secretarial and other appropriate courses within the College.
LECTURER I IN GENERAL AND COMMUNICATION STUDIES (Ref: DC/GCS.4)
To teach General and Communication Studies on a wide variety of courses and to contribute to the curriculum development process within the College.
LECTURER I IN SPATIAL DESIGN (Ref: DC/SD.5)
To teach on the BTEC High National Diploma and Ordinary National Diploma courses in Spatial Design, including both Interior and Exhibition Design.
LECTURER I (HALF FULL-TIME) IN INDUSTRIAL SEWING FOR SPECIAL NEEDS (Ref: DC/IS.6)
To take responsibility for the Industrial area which provides for special needs students on a number of courses. Salary pro rata L.I scale.
Salary scales: L.II £8,595 - £13,656. L.I £6,843 - £11,865 (additions within the scale may be given for approved qualifications and industrial experience).
Application forms and particulars of duties/responsibilities may be obtained from the Principal, Dewsbury College, Halifax Road, Dewsbury WF13 2AS. Please quote ref. number and enclose sae for A4 size papers. The closing date for receipt of completed application forms will be 10 days after the appearance of this advertisement. Kirklees operates an Equal Opportunities Policy, full details of which will be supplied to all applicants.
(43430) 220026

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
DEPARTMENT OF COMPUTER TECHNOLOGY
Applications are invited from persons with suitable industrial and/or lecturing experience for the following post:-
SENIOR LECTURER - COMPUTING AND INFORMATION TECHNOLOGY
Salary Scale £12,615 - £14,820 (under review).
The person appointed will be concerned with the organisation, development and teaching of BTEC, CGLI and GCSE Computing and Information Technology Courses.
Application forms and further particulars, obtainable from the Principal, are to be returned within fourteen days of the appearance of this advertisement. (Please quote Ref: HTC 534).
(37334) 220026

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
KIRKBY COLLEGE OF FURTHER EDUCATION
Applicants are invited for the following post, duties to commence on 1st September, 1987:
LECTURER I IN CHILD DEVELOPMENT (NNEB)
To assist in the teaching and organisation of the NNEB course and to contribute to other mainstream courses.
Applicants should be qualified and experienced Nursery/Infant teachers.
Further details and application forms from The Principal, Kirkby College of Further Education, Cherryfield Drive, Kirkby, Merseyside L32 8SF. Tel: 051-443 4326. Closing date: 20th May 1987.
(31750) 220026

NORTHUMBERLAND
NORTHUMBERLAND TECHNICAL COLLEGE
College Road, Ashington NE73 9RG
TEMPORARY LECTURER GRADE I IN BUSINESS STUDIES (Ref DS2)
SALARY SCALE: Lecturer I £6,843 - £13,656 (bar £11,855) (under review). Entry point dependent upon qualifications and experience
Required from Sept. 1987 (terminating 31 July 1988) a suitably qualified person to teach a range of Business Studies subjects on BTEC First and National courses. Teaching will be undertaken at Haydon Bridge High School and at the College in its Environment and Finance or Banking. Ability to teach other Business subjects would be an advantage.
For application forms and further details send a foolscap s.a.e. to the above address to which forms should be returned within 14 days. (31761) 220026

NORTHUMBERLAND
NORTHUMBERLAND TECHNICAL COLLEGE
College Road, Ashington NE63 9RG
Lecturer Grade II in Charge of Business Studies at the College Annexe, Berwick upon Tweed
Salary Scale: Lecturer Grade II £8,585 - £13,656 (under review). Entry point dependent upon qualifications and experience
Required from September 1987 a suitably qualified person to teach Shorthand, Typewriting, Office Practice at the College Annexe. The person appointed will be responsible for all Business courses in the Annexe and for liaison with the Main College and with the Berwick High School.
Removal expenses and lodging allowance may be payable.
For application forms and further details send a foolscap s.a.e. to the above address to which forms should be returned within 14 days. (31757) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL SOUTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
Greythorn Drive, West Bridgford, Nottingham NG2 7GA
Tel: Nottm (0602) 812125
The following posts are tenable from 1 September.
SENIOR LECTURER IN ADULT EDUCATION
£12615-£14820p.a.
(pay award pending)
To be leader of the non-vocational course team. Candidates must have proven experience in curriculum and staff development together with a range of managerial skills.
LECTURER I IN ADULT EDUCATION
£6843-£11865p.a.
(pay award pending)
To be responsible for the day-time courses. Candidates must have a background of non-vocational adult education together with both organisational and administrative skills. This post is suitable for a 'job-share' arrangement and joint application will be welcomed.
LECTURER I IN MATHEMATICS AND COMPUTING
£6843-£11865p.a.
(pay award pending) The person appointed will be expected to participate in the teaching of the subject to G.C.E. 'A' level standard and to contribute to other courses, e.g. BTEC Diploma in Computer Studies, City & Guilds 417 (Computer Programming) offered within the College. Applicants will be expected to have a degree with Mathematics/Computing as principal subjects and a teaching qualification or suitable teaching experience.
Application form and further details are available from the Principal at the College at the above addresses. Closing date 22 May.
An Equal Opportunity Employer. (43404) 220026

OXFORDSHIRE
COUNTY COUNCIL NORTH OXFORDSHIRE TECHNICAL COLLEGE AND SCHOOL OF ART
SENIOR LECTURER
Required for 1st September 1987, Senior Lecturer in Computing and Information Technology.
For further details and application form please contact the Principal, The College, Broughton Road, Banbury, Oxon OX16 9QA (SAE please) to whom completed application forms should be returned within 14 days of the appearance of this advertisement.
(31559) 220026

POWYS
COUNTY COUNCIL EDUCATION DEPARTMENT COLEG HOWEL HARRIS
Brecon
Applications are invited for the following ONE YEAR full-time appointment commencing on 1st September, 1987:-
LECTURER IN AGRICULTURE: Applicants should be suitably qualified and experienced in sheep husbandry. Experience of teaching or instructing would be an advantage. (Ref: 334).
Salary Lecturer Grade 1 £6,843 to £11,865.
Application forms and further particulars available from The Principal, Coleg Howell Harris, Penlan, Brecon, Powys. Tel: (0874) 5252. Closing date for applications: 22nd May, 1987. [illegible] 220026

ROTHERHAM
BOROUGH COUNCIL
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Lane, Rotherham S65 1EG
Tel: Rotherham 362111. Ext. 201
Required for 1st September. 1987.
LECTURER I IN GENERAL DESIGN (Salary: £6,843 - £11,865).
To teach on BTEC Diploma and 'O' and 'A' level courses and contribute to the development of design as an integral part of College work.
Candidates should have a degree or equivalent qualification in a Design subject and be able to demonstrate a high level of professional skill and adaptability.
Closing Date: 22nd May, 1987.
On receipt of a s.a.e. further details of the post can be obtained from The Principal, at the above College to whom completed applications should be submitted.
G. Crane, Director of Personnel Resources.
(43470) 220026

SOMERSET
COUNTY COUNCIL
STRODE COLLEGE
Street
(Tertiary College)
For September 1987.
1. LECTURER GRADE II to teach ELECTRICAL, ELECTRONICS AND ALLIED SUBJECTS mainly to students on BTEC First and National courses. The ideal candidate will be a graduate in an electrical/electronics discipline.
2. LECTURER GRADE I IN SECRETARIAL SUBJECTS. Permanent full-post to teach key-boarding, office skills and word processing.
Application form and further details (sae please) from the Principal, Strode College, Church Road, Street, Somerset BA16 0AB. Tel: 0458 42277. Closing date 18th May, 1987.
AN EQUAL OPPORTUNITIES EMPLOYER.
(31836) 220026

NORTHBROOK COLLEGE, DESIGN & TECHNOLOGY, WORTHING
Principal Lecturer
In Secretarial Studies (Head of School)
Required in September 1987 following reorganisation of the Departments of Office Studies, Business Studies and Computer Studies into a Faculty structure.
The Head of School will have responsibility for the management of the present Secretarial Course provision and future developments to take account of the rapid change in educational thought and office techniques.
Applicants must have wide experience as a teacher of secretarial skills. Evidence of organisational ability also required, as is an up-to-date practical and theoretical knowledge of developments in office technology.
Salary in accordance with Burnham FE Report within range £14,784 - £18,588, starting point dependent upon qualifications and experience.
Application form and information package available by telephoning the Personnel Officer, Northbrook College, Design & Technology, on Worthing (0903) 31445.
Closing date: 18th May, 1987. (40429)
west sussex

KINGSTON COLLEGE OF FURTHER EDUCATION
Science Department
Required for September 1, 1987 two L1s in Mathematics and/or Computing to teach predominantly on A level, BTEC and Introductory Courses.
Post No. 87-54-30 L1 in Mathematics and Information Technology.
Post No. 87-54-31 L1 in Mathematics.
Applicants must have a degree or equivalent qualification. Relevant industrial experience and a teaching qualification would be additional advantages.
L1 salary scale £6,843–£11,865, plus £726 London allowance.
Application forms and further details are available from The Principal, Kingston College of Further Education, Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ, and should be returned within 10 days of the appearance of this advertisement.
Please enclose a stamped, addressed envelope and quote the appropriate Post No. for which you are applying.
Kingston is an equal opportunities employer. (12318)

SOMERSET
COUNTY COUNCIL
YEOVIL COLLEGE
Yeovil
(Tertiary College)
For September, 1987.
1. LECTURER II IN CATERING
Required to contribute to the development of BTEC Courses to First and National Diploma levels. Applications especially invited from those with front office, reception and food service background, who have suitable experience in the organisation of BTEC courses.
2. LECTURER II IN MOTOR VEHICLES STUDIES
Applications are invited from those with a particular interest/experience in Management, and who would be keen to contribute to the development of marketing of relevant short courses and other flexible provision across the full range of motor vehicle work.
3. LECTURER I IN NNEB
Required to contribute to the College's expanding provision in this area of work, particularly in the fields of child development/education and placement preparation for NNEB students.
Application form and further details (sae please) from the Director of Resources, Yeovil College, Ilchester Road, Yeovil. Tel Yeovil 23921. Closing date 18th May, 1987.
AN EQUAL OPPORTUNITIES EMPLOYER
(31834) 220026

SOMERSET
COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(Tertiary College)
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
For September 1987. LECTURER GRADE II, to be responsible for the running of NNEB course.
Application form and further details (sae please) from the Principal, Bridgwater College, Bridgwater, Somerset TA6 4PZ. Closing date 18th May, 1987.
AN EQUAL OPPORTUNITIES EMPLOYER
(31837) 220026

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

SOMERSET
H.M. PRISON
Shepton Mallet
Please see main Display Advertisement under Adult Education. (43247) 220026

STAFFORDSHIRE
STOKE-ON-TRENT TECHNICAL COLLEGE
LECTURER GRADE I IN MOTOR VEHICLE STUDIES
(Subject to the conditions of the Job Release Scheme)
LECTURER GRADE I IN ENGINEERING MANUFACTURE
£6,843 - £11,865 progressing to £13,656
Application forms and further particulars are available from the Principal Secretary, Stoke-on Trent Technical College, Moorland Road, Burslem, Stoke-on-Trent ST6 1JJ.
Closing date for applications: 10 days after the appearance of this advertisement.
Canvassing will disqualify. Trade Union membership encouraged.
An equal Opportunity Employer.
Staffordshire County Council (43387) 220026

STAFFORDSHIRE
STAFFORD COLLEGE OF FURTHER EDUCATION
TEMPORARY LECTURER GRADE I IN ENVIRONMENTAL SCIENCE, GEOGRAPHY & TOURISM
£6,843 - £11,865 progressing to £13,656
LECTURER GRADE I to teach the application of Supervisory Studies in the Hotel and Catering Industry. £6,843 - £11,865 progressing to £13,656 per annum.
Application forms and further particulars for both posts are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.
Closing Date: 22nd May. 1987.
Canvassing will disqualify. Trade Union Membership encouraged.
An Equal Opportunity Employer.
STAFFORDSHIRE COUNTY COUNCIL.
(43383) 220026

SUFFOLK
COUNTY COUNCIL
WEST SUFFOLK COLLEGE OF FURTHER EDUCATION
FACULTY OF BUSINESS EDUCATION
LECTURER II IN BUSINESS STUDIES
To teach Economics on a range of Business Studies Courses within the Business Education Faculty, and to undertake course development and administrative duties. Ability to offer other subjects from the following would be an advantage: Finance, Law, Insurance.
Salary: Burnham Scale for Teachers in Further Education Establishments - Lecturer Grade II (£8,595 - £13,656 per annum).
FACULTY OF CARING AND SERVICE INDUSTRIES
LECTURER I IN CARING STUDIES
To teach and take responsibility for a range of Caring courses. You should be appropriately qualified and have had experience in Nursing or in a similar caring occupation.
Salary: Burnham Scale for Teachers in Further Education Establishments - Lecturer Grade I (£6,843 - £11,865 per annum).
Both the above posts are required for 1st September 1987.
Further details and application forms (to be returned by 20th May 1987) available from the Principal, West Suffolk College of Further Education, Out Risbygate, Bury St. Edmunds IP33 3RN (SAE please) Tel: Bury St. Edmunds 701301. Interviews will take place for both posts on Thursday 28th May 1987.
(31893) 220026

SURREY
EDUCATION COMMITTEE NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS
Applications are invited for the following posts to be filled from 1st September 1987:
DEPARTMENT OF CONSTRUCTION STUDIES
LECTURER I IN PLUMBING
LECTURER I IN CARPENTRY
LECTURER I IN BRICKWORK
Salary Scale: LECTURER I £6,843 - £11,865 p.a. Plus £282 p.a. London Fringe Allowance. Generous relocation expenses in approved cases.
Further information about the post and application forms can be obtained from the Vice-Principal, NESCOT, Reigate Road, Ewell, Epsom, Surrey KT17 3DS. Please send a large stamped addressed envelope. (43168) 220026

SURREY
EDUCATION COMMITTEE NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS
Applications are invited for the following post to be filled with effect from 1st September 1987 or as soon as possible thereafter:
DEPARTMENT OF CONSTRUCTION STUDIES
PRINCIPAL LECTURER IN BUILDING CRAFTS
Salary Scale: PRINCIPAL LECTURER £14,784 - £18,588 plus £282 p.a. London Fringe Allowance. Generous relocation expenses in approved cases.
Further information about the post and application forms can be obtained from the Vice-Principal, Nescot, Reigate Road, Ewell, Epsom, Surrey KT17 3DS. Please send a large stamped addressed envelope.
(31636) 220026

WALSALL
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
WALSALL COLLEGE OF TECHNOLOGY
DEPARTMENT OF CATERING AND FOOD TECHNOLOGY
The Department wishes to offer the following full time vacancies from Septemberf 1987:
1. Lecturer II in Food & Beverage Management - To take an over-view for all BTEC courses, full time and part time within the Department, and ensure that agreed objectives are enforced.
2. Lecturer II in Food Service - To act as Section Leader and be responsible for all food service outlets within the Department.
3. Lecturer II in Catering Subjects - To teach on a wide range of courses offered by the Department from YTS to BTEC National.
4. Lecturer II in Food Production (2 posts) - To act as Section Leader for Craft courses and be responsible for the organisation and running of this section.
All applicants should have relevant catering qualifications and have first class industrial experience. Applicants need to be flexible and appreciative to the changing curriculum and industry's needs.
For further details and application form, please send a stamped addressed envelope to the principal's Secretary, Walsall College of Technology, St. Paul's Street, West Midlands WS1 1XN.
Walsall is an Equal Opportunity Employer.
(31690) 220026

WARWICKSHIRE
EAST WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Lower Hillmorton Road, Rugby CV21 3QS
Tel: Rugby (0788) 73133
RE-ADVERTISEMENT - previous applicants need not re-apply
SENIOR LECTURER - ELECTRONIC ENGINEERING: Section Head and BTEC Course Co-ordinator for Higher and National Certificates in Electrical and Electronic Engineering.
SENIOR LECTURER - MECHANICAL/PRODUCTION ENGINEERING: to teach Design and Mechanical Science to Level 5 of HNC courses and to administer BTEC courses; good qualifications and experience essential.
For further details and application forms please telephone or write to the College (SAE please). Please quote Ref: LV/LD on envelopes of all postal enquiries. Closing date for these posts is 15th May 1987.
Warwickshire is an equal opportunities employer.
(37306) 220026

WARWICKSHIRE
MID-WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Warwick New Road, Leamington Spa CV32 5JE
Tel: (0926) 311711
LECTURER GRADE I - COMMUNICATION STUDIES
To join a team with College wide responsibilities for the teaching of communication skills across the curriculum.
Further details and application forms are available from the Principal's Secretary. Completed application forms should be returned to the Principal no later than Tuesday 26th May.
Warwickshire is an equal opportunities employer.
(37310) 220026

WALSALL
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
WALSALL COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUSINESS & MANAGEMENT STUDIES
LECTURER II TRAVEL AND TOURISM
Required from September 1987 to assist in the co-ordination of curriculum development of the BTEC Travel and Tourism courses and to lecture on BTEC courses up to Higher level in Business Studies and Finance.
Lecturing at the levels required and experience as a BTEC Co-ordinator is essential along with a relevant degree and/or professional qualification.
LECTURER II IN COMPUTING/DATA PROCESSING
(FOUR POSTS)
Required from September 1987 to lecture on Computing, Business and Management courses at BTEC First, Higher and National levels with specific responsibility for:
- Co-ordinating the curriculum development of courses funded by the European Social Fund and for the administration of the courses.
- Co-ordinating curriculum development of the BTEC National Diploma courses in Computer Studies and be responsible for course administration.
- Co-ordinating CPVE and Link Courses in the Department and the development of special courses in RPG III.
- The Development of short courses within the Department.

Lecturing experience at the levels required and a relevant degree and/or professional qualification is essential. Relevant industrial experience and or a teaching qualification is desirable.
SENIOR LECTURER IN TRAVEL & TOURISM
Required from September 1987 to lecture on and be responsible for the further development of Travel and Tourism courses within the department and to assist in the development of BTEC courses at First, National and Higher levels and to lecture on those courses.
Experience of lecturing to BTEC level, along with experience in the travel industry is essential. A relevant degree and/or professional qualification would also be an advantage.
DEPARTMENT OF CHILD STUDY & COMMUNITY SERVICES
LECTURER I IN SPECIAL EDUCATIONAL NEEDS
Required as soon as possible to act as Course Tutor for course in the Special Needs Section of the Department.
Candidates should have experience in a Special Needs School and a teaching qualification. Counselling Skills and teaching experience in Further Education is desirable.
LECTURER I IN COMMUNITY CARE
Required from September 1987 to teach practical caring skills mainly to YTS trainees on Community Care Schemes.
Candidates should have experience of further education teaching (16 - 18 age range) and possess SRN qualification and CGLI 730 F.E. Teachers' Certificate. Health Visitor's Certificate is desirable.
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING
LECTURER GRADE 2 IN ELECTRONIC ENGINEERING
Required for 1st September 1987, candidates should be suitably qualified and have relevant experience in Industrial Electronics and/or Micro-Processor applications.
The post involves teaching Electronics and Micro-Electronics to full-time and day release students on B.Tec. courses together with the development of short courses.
An enthusiastic approach to the subject and industrial experience are of prime importance, previous teaching experience whilst useful is not essential.
For further details and an application form for the above posts, please send an SAE to the Principal's Secretary, Walsall College of Technology, St. Paul's Street, Walsall, West Midlands WS1 1XN.
Walsall is an Equal Opportunity Employer.
Closing date 22nd May 1987. (31686) 220026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

WEST SUSSEX
LECTURER II
CHICHESTER COLLEGE OF TECHNOLOGY
Required September 1987 Lecturer II to teach Anatomy, Physiology, Human Biology. To join a strong team teaching to BTEC Higher National Diploma, University of London P.G. Diploma in Nursing and GCE Advanced level. Subject and teaching experience desirable.
Additionally to undertake personal-tutorial responsibilities, to participate in the development of teaching methods and assist to a small extent with administration.
Application form and further details available from the Principal, Chichester College of Technology, Westgate Fields, Chichester, West Sussex PO19 1SB, (s.a.e. please).
(31685) 220026

WEST SUSSEX
LECTURER II IN ELECTRONICS
CHICHESTER COLLEGE OF TECHNOLOGY
Required from September, 1987 to teach across a range of electronic courses to BTEC HNC level.
Applications are invited from those able to offer analogue electronics, instrumentation and control and related subjects. A good knowledge of microprocessors and HLL programming would be an advantage.
Application form and details available from the Principal, Chichester College of Technology, Westgate Fields, Chichester, West Sussex PO19 1SB, (s.a.e. please).
(31684) 220026

WEST SUSSEX
LECTURER II IN CHARGE OF BRICKWORK COURSES
CHICHESTER COLLEGE OF TECHNOLOGY
Required September 1987 in the Department of Construction. The Department is seeking an energetic well qualified Craftsman to take charge of this section following the retirement of the present member of staff.
It is expected that the person appointed will be in possession of a City & Guilds Advanced Craft Certificate in Brickwork and will have gained site experience in a wide range of domestic and industrial construction.
The person appointed will be expected to either have received teacher training or be prepared to undertake this training in post.
Application form and further details available from the Principal Chichester College of Technology, Westgate Fields, Chichester, West Sussex PO19 1SB (s.a.e. please)
(31696) 220026

WILTSHIRE
CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham, Wilts. SN15 3QD
DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
Required from 1st September 1987.
LECTURER I in BUSINESS STUDIES.
Applications are invited for the above post from graduates and/or professionally qualified persons.
Application forms and further details available from the Clerk to the Governors at the College (SAE please).
AN EQUAL OPPORTUNITY EMPLOYER.
(43393) 220026

Colleges and Departments of Art

Other Appointments

CUMBRIA
CUMBRIA COLLEGE OF ART AND DESIGN
Brampton Road, Carlisle CA3 9AY
Required for September, 1987.
Salary scales Lecturer II £8,595 to £13,656/£15,873 Lecturer I £6,843 to £11,865/£13,656.
LII IN AUDIO-VISUAL MEDIA AND TELEVISION PRODUCTION
to act as a studio tutor on the BTEC HND Graphic Design course, and to be responsible for the AV/Video Production option of the course.
Candidates should have experience of TV, tape-slide production and computer graphics at a professional level.
LII IN GRAPHIC DESIGN
to act as a studio tutor on the BTEC National Diploma in Design course, and to be responsible for the second year graphics option within the course.
Application forms and further particulars from Cumbria College of Art and Design. Tel: 0228 25333.
Closing date, Friday, 15th May. (31743) 240026

Polytechnics

Other Appointments

HERTFORDSHIRE
THE HATFIELD POLYTECHNIC
SCHOOL OF EDUCATION
LECTURER 2/SENIOR LECTURER POSTS
AT THE WALL HALL CAMPUS
Aldenham
Applications are invited for the following posts from 1 September 1987 in the new School of Education which results from the merger of Hertfordshire College of Higher Education with the Polytechnic.
1 post: Art and Design with a specialism in textiles and experience of teaching in the primary school.
4 posts: Applicants should have relevant teaching experience in nursery/infant and/or primary schools and be able to contribute to one or more of the following areas of professional work in both initial and in-service training: Mathematics: Sociology: Religious Education: Geography: Language: Special Needs.
Current salary: LECTURER 2: £8,904 - £13,965; SENIOR LECTURER: £12,924 - £15,129/£16,182.
Interviews will be held 27/28 May 1987.
Further particulars and an application form can be obtained from the Staffing Officer, The Hatfield Polytechnic, P.O. Box 109, College Lane, Hatfield, Herts. AL10 9AB or phone Hatfield (07072) 79802.
Please quote reference 263 (re-advertisement).
(43305) 260026

LONDON SE18
THAMES POLYTECHNIC
Incorporating Avery Hill College
SCHOOL OF ARTS AND TECHNOLOGY IN EDUCATION
TEMPORARY ASSOCIATE LECTURER II (0.5) IN SECONDARY EDUCATION - MARKETING SHORTAGE AREAS
A half-time lecturer is required from September 1987 for one year to take charge of the marketing, publicity and recruitment policy for existing and developing course provision in the area of Physical Science, Maths and Craft, Design and Technology. The person appointed will carry out research into the current market and the mature client group in liaison with Industry, Commerce, LEAs and other interested bodies. They will also undertake a systematic monitoring of past sponsored students and explore the possibilities of student sponsorship from industry/commerce and of staff secondments into industry/commerce.
Salary Scale: £9,705 - £14,766 inclusive pro rata.
Further particulars and application form from the Staffing Officer, Thames Polytechnic, Wellington Street, London SE18 6PF to be returned by 26th May 1987.
Thames Polytechnic is an equal opportunities employer. (31557) 260026

NORTH LONDON
SENIOR TECHNICIAN
COMPUTERS IN CRAFT, DESIGN AND TECHNOLOGY
£8,049 - £9,954 pa inc.
To assist students and staff training to teach craft, design and technology at the Polytechnic's Trent Park, Cockfosters location in North London.
Responsibilities include providing technical support and advice in the use of personal computers and CNC machines in a workshop environment. Maintenance of hardware (mainly BBC micros), assisting with instruction in the use of hardware and software, and research into new equipment and software is also required.
Experience in the application of small computers and the ability to work with students and staff in a practical collaborative setting are expected. Experience of CNC machines is particularly welcome.
Temporary 1 year appointment.
Write with sae (min 9" X 4") quoting ref 41BP/A for further details and an application form: Personnel Office, Middlesex Polytechnic, 114 Chase Side, London N14 5PN. Closing date May 18. (31673) 260026

University Appointments

CAMBRIDGE
UNIVERSITY OF CAMBRIDGE
Magdalene College
FELLOWSHIP AND COLLEGE LECTURESHIP IN ENGLISH
The Governing Body of Magdalene College invite applications for a Fellowship and a College Lectureship in English Literature. Teaching will be required within the period from Chaucer to the present day. The appointment will be for five years and applications are invited from men and women. The Fellow will be required to direct studies in English and to teach up to ten hours a week during Full Term. Payment for teaching in excess of ten hours will be at the standard supervision rates.
The scale of stipends for the College Lectureship will be in the University's Assistant Lecturer Scale, currently £9,865 a year rising by four annual increments to £12,035 (subject to a deduction of £99 a year if the person appointed is resident in College). The Directorship of Studies carries an additional stipend.
Applications should be submitted to the Senior Tutor, Magdalene College, Cambridge CB3 0AG, not later than 1st June 1987. They should include a curriculum vitae, and applicants should ask two referees to write to the Senior Tutor by not later than 8th June, 1987.
(31718) 280000

CAMBRIDGE
UNIVERSITY OF CAMBRIDGE
DEPARTMENT OF EDUCATION
Applications are invited from experienced Mathematics teachers for the post of
SENIOR TEACHING ASSOCIATE
(Salary Scale £14,245 - £18,210).
to be appointed in the Department for a period of 5 years from 1st September, 1987. The work concerns UGC funded initiatives for increasing the number of teachers in shortage subjects.
Further details may be obtained from The Secretary, University of Cambridge, Department of Education, 17 Trumpington Street, Cambridge CB2 1QA. (Tel: 0223 332888).
(37031) 280000

LEEDS
THE UNIVERSITY OF LEEDS SCHOOL OF EDUCATION
LECTURER IN MATHEMATICAL EDUCATION
Applications are invited for this above post available from 1st September 1987 for a fixed period of three years. Qualifications and special interests in Mathematical Education are required.
Salary on the scale for Lecturer Grade A (£8,735 - £13,675) or Grade B (£14,245 - £18,210) according to qualifications and experience.
Informal enquiries may be made to Mr G T Wain (Tel: (0532) 431751. Ext. 7237).
Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 28/107. Closing date for applications 19 May 1987.
(31463) 380000

THE OPEN UNIVERSITY
M.A. IN EDUCATION TUTORS
The Open University invites applications from suitably qualified people in any part of the United Kingdom to act as PART-TIME TUTORS for the distance taught modular M.A. in Education.
The M.A. in Education is a professional postgraduate qualification designed particularly for those with experience in teaching, the advisory service, educational administration or allied field. Students can select from a range of modules a programme to suite their background and professional goals.
We shall be recruiting part-time tutors for the following new modules offered for the first time in 1988:
Educational Evaluation
Educational Organisations and Professionals
Language and Literacy
In addition we may require a small number of tutors for Classroom Studies and Gender and Education which were presented for the first time in 1987.
For further particulars and an application form please send a postcard to:
The Tutors Office (Hs/2), P.O. Box 473, The Open University, Walton Hall, Milton Keynes MK7 6BJ.
The closing date for applications is 12th June 1987. (31750) 280000

THE SCIENCE MUSEUM
in collaboration with
THE IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY
wishes to appoint a

HEAD OF RESEARCH/ VISITING PROFESSOR

This important new post provides an opportunity to join the Science Museum's staff as one of five Assistant Directors who make up the Museum's senior management group.
As Head of Research you will be involved in the co-ordination and promotion of research activities; the management of the Library and its development as a Research Centre; and be responsible for the computer-based documentation and information systems. As Visiting Professor at Imperial College you will be responsible for the development of the present MSc/PhD course, including teaching and research, relating to the public understanding of science and technology and the history of technology since 1750.

Salary £25,195-£28,530 with a non-contributory pension scheme.

For further details and an application form (to be returned by 28 May 1987) write to Civil Service Commission, Alencan Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours).
Please quote ref: G/7203.

An equal opportunity employer

THE NATIONAL MUSEUM OF SCIENCE AND INDUSTRY

Adult Education

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA - ADULT EDUCATION SERVICE
Lecturer I with responsibility for either languages or food, fashion and design. Salary £6,843 to £11,865.
Application form and full details from Area Principal, Maidstone Centre, St. Faith's Street, Maidstone, Kent ME14 1LH. Tel: 0622 52165. (37203) 380000

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA - ADULT EDUCATION SERVICE
Head of Department (Senior Lecturer) responsible for Social and Community Studies in the Mid-Kent Area. Salary £13,615 to £14,820. The post-holder will be responsible for the development, organisation and management of Social and Community Studies which includes Adult Basic Education, English as a foreign language, disadvantaged and special-needs areas of work.
Application form and full details from the Area Principal, Maidstone Centre, St. Faith's Street, Maidstone, Kent ME14 1LH. Tel: 0622 52165. (37206) 380000

Department of Professional Studies

LECTURER II/SENIOR LECTURER

(£8,595/£13,656/£15,873)

The College of Ripon & York St John

Applications are invited for the above post in this Church of England Voluntary College of Higher Education (2000 women and men). The person appointed will be expected to make a substantial contribution to the B.Ed. honours degree programmes with particular reference to PRIMARY EDUCATION (Early Years).

The successful candidate will be a practising primary teacher with graduate or equivalent qualifications. Knowledge of language within primary education is essential; an active interest in research would be an advantage.

The appointment will commence from January 1988 or earlier if possible.

Further details and application forms may be obtained from the Personnel Officer, The College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX to whom completed forms are to be returned to arrive not later than Monday 1 June 1987.

(17099)

ADULT EDUCATION SERVICE

TEACHERS OF COMMUNICATION SKILLS — THREE POSTS

Burnham Further Education Lecturer II — £8,595-£13,656 — One Post
Burnham Further Education Lecturer I — £6,843-£11,865 — Two Posts

Applications are invited for three posts, funded under Section 11 arrangements, from persons who have experience as an Adult Education Teacher. Appointments are being made to provide communication skills teaching for adults who either speak English as a second language or are from an Afro-Caribbean background. The emphasis of the work undertaken will be to develop vocationally orientated provision, and the ability to speak and write an ethnic minority language would be an advantage. The post is open to suitably qualified candidates regardless of ethnic origin, religion, sex, marital status, or disability.

Further details and an application form are available from: The County Education Officer (CRD/AE), Education Department, Floor 3, Northampton House, Northampton NN1 2HX (s.a.e please). The closing date for applications is two weeks from the appearance of this advertisement.

Education
Northamptonshire
welcomes applications regardless of marital status, sex, race and disability.

Youth and Community Service

GRAMPIAN
REGIONAL COUNCIL

SEATON
NEIGHBOURHOOD
YOUTH PROJECT
Aberdeen

PROJECT WORKER

This exciting Project is managed by a committee of local people and has running been running for over 3 years. Urban aid funding presently exists until March, 1988.

An energetic and enthusiastic person is required to tackle this demanding job. As part of a team of 3 workers, major responsibilities include development of existing welfare rights service, work with junior youth (primary school age), including summer play-scheme and development of youth work with girls across the age range.

Applicants must hold an appropriate Youth and Community work qualification or equivalent and/or substantial full-time relevant experience.

Salary Scale - £8,640 - £10,983.

Application forms and further details from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU. Answerphone service out of office hours Tel: Aberdeen 682887. Closing date for applications May 18th. Ref 334/87TES. (31956) 440000

KENT
YOUTH VOLUNTEER ACTION of TUNBRIDGE WELLS, requires a J.N.C. qualified youth worker for the post of ORGANISING SECRETARY. Duties will include promoting voluntary community service amongst young people and running projects connected with it. Some experience in the field is preferred and a full driving licence is required.
Salary J.N.C. Scale 2 £7,416 - £9,309. Post to commence 1st August, 1987.
Further details and application forms from General Secretary, Tunbridge Wells and District Council for Voluntary Service, 19 Monson Road, Tunbridge Wells, Kent TN1 1LS. (09740) 440000

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH & COMMUNITY SERVICE
YOUTH & COMMUNITY SERVICER WORKER - Mid Kent
MANOR YOUNG PEOPLE'S CLUB & WESTBOROUGH YOUTH & COMMUNITY CENTRE
JNC Hanna 4 points 1-5 (£9,858 - £11,076 Salary Award Pending)
An experienced and qualified full-time Youth Worker is required for this senior and challenging post. The person appointed will be the leader of the Manor Young People's Club and have responsibility for the Westborough Youth and Community Centre. The centres have a full support group of part time Youth Workers and Instructor/Coaches. The Manor Young People's Club is open seven days a week and the Westborough Youth and Community Centre is open on two evenings a week.
A staff development policy accredited by INSTEP is in operation with the County Youth & Community Service.
Assistance with removal, lodgings, resettlement and legal expenses in approved cases.
SAE for application form, to AYCSO Mid Kent Area, Astley House, Hastings Road, Maidstone ME15 7SQ. (37201) 440000

LANCASHIRE
COUNTY COUNCIL.

An Equal Opportunities Employer welcomes applications from all sections of the community

AREA YOUTH WORKER (CATHOLIC GROUPS)

Salary: JNC RANGE 3 £9,309 - £10,401 per annum

Required for Preston District Youth Service (North and West Preston), based at Fulwood Catholic Youth Centre, Preston.

Application forms from/returnable to District & Education Officer, 58/60 Guildhall Street, Preston. (SAE please).

Closing date: 21st May, 1987. (43202) 440000

RECREATION AND COMMUNITY SERVICES DEPARTMENT

Assistant Youth and Community Workers JNC — £7,416-£9,309

Three new jobs have been created in Birmingham's developing youth and community service for JNC qualified workers to assist in the organisation, supervision and development of youth and community activities at the respective Centres and neighbourhoods. These are ideal opportunities for newly qualified workers or those seeking experience within a large urban conurbation.

Assistant Youth and Community Worker Mere Green Centre, Sutton Coldfield Area.

Near to Sutton Park, the Mere Green Centre was formerly an infants school which has been converted for youth and community work. The additional worker will help promote and develop the current seven day per week programme under the guidance of the neighbourhood worker.
Informal enquiries to David Foster on 021 355 3834. Ref. 377.

Assistant Youth and Community Worker Mirfield Centre, Hodge Hill Area

A wide range of facilities for community groups, formal and informal adult education classes and youth activities are provided throughout the week at this Centre, which is seen as the main base for community activities in the Lea Village and Tile Cross neighbourhoods. The Youth and Community worker will have a particular responsibility for developing youth work at the Centre.
Informal enquiries to Philip Smigielski on 021 783 3741. Ref: 378.

Assistant Youth Worker Nechells Green Community Centre, Small Heath Area

Opened in 1982, the Nechells Green Community Centre caters for young people and adults from an inner city area where unemployment and the number of single parent families rank amongst the highest in Birmingham. The Centre is a popular venue for young people participating in a variety of specialist sporting activities.
Informal enquiries to Gary Abrahem on 021 523 7441. Ref. 379.
Women, people with disabilities and from minority groups are under-represented amongst applicants for this type of work and applications would be particularly welcome from these groups. Only applications from JNC qualified workers will be considered
For further written details and an application form (returnable by 29 May 1987) telephone 021 235 4263 (24 hour answering service) or write to The Director, City of Birmingham Recreation and Community Services Department, Auchinleck House, Five Ways, Birmingham B15 1DS.
Quote job ref. (16960)

Birmingham
An equal opportunities employer.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

NFER

Languages other than French: TEACHER QUALIFICATION AND EXPERIENCE

Research Officer

(Post No. LF01)

Applications are invited for the post of Research Officer on a project which will assess the potential for diversifying foreign language provision in schools, by investigating the experience of teachers in the use of languages other than French which form part of their qualifications. The project will be carried out in the Department of Foreign Languages at the NFER.

Applicants should have appropriate academic qualifications and, preferably, a background of language teaching. Knowledge of research or survey methods and of assessment would also be useful qualifications. The ability to write clearly for publication is essential.

The appointment is for one year to start as soon as possible.

Salary Scale: £10,440–£13,080.
Placement on Scale according to qualifications and experience.

Further particulars and application forms are available from: National Foundation for Educational Research, The Mere, Upton Park, Slough, Berks. SL1 2DQ. Telephone: Slough (0753) 74123.

The closing date for return of completed application forms is Friday, 22 May 1987, and interviews will be held on 1 June. (16991)

COUNTY OF AVON

BATH COLLEGE OF HIGHER EDUCATION

FACULTY OF EDUCATION

Lecturer* in Mathematics and Science in Education

Applications are invited for the above post to contribute to professional components on BEd, PGCE and In-Service courses.

Candidates should be well qualified in Mathematics with an additional strength in science and have teaching experience, preferably with Infants. Possession of a relevant higher degree would be an advantage. The College would welcome applicants with a particular commitment to and knowledge of multicultural education.
Post tenable from 1 September 1987. Salary LII/SL £8,595 - £15,873 (under review and subject* to Burnham regulations on transfer to Senior Lecturer).
For further details contact the Senior Clerical Assistant (Personnel), Bath College of Higher Education, Newton Park, Bath. Tel: 0225 873701.
Applications returnable by 20 May 1987.

(16966)

Redbridge

London Borough

Institute of Adult Education

Applications are invited for the post of

ASSOCIATE LECTURER ORGANISING TUTOR

from 1st September 1987

to share responsibility for Valentines Centre (evenings) and support an appropriate aspect of the Institute's work (day).

Duties involve:

supervision of courses
support to staff and students
monitoring and improving quality
forward planning/curriculum development

Salary: 0.5 of Burnham F.E. Lecturer 1, currently £8843 - £11865 rising to £13656 and Outer London Allowance £726.

Closing date for applications 22nd May, 1987.

Further information and application forms are available from: The Principal, Redbridge Institute of Adult Education, Cranbrook Road, Ilford, Essex IG2 6HX.
Tel. No: 01-554 6727/4400.

(40439)

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

COMMUNITY EDUCATION SERVICE

5 ADULT BASIC EDUCATION (ABE) AREA CO-ORDINATORS

The County Council has adopted an ambitious development plan for its Adult Basic Education service and is now seeking to appoint four full-time and one part-time Area Co-ordinators.

The appointments will be paid on Burnham FE Lecturer II, currently £8695 to £13656 pa (pro rata in the case of the part-time post). The conditions of service will be those applied under the JNC Report for Youth and Community staff.

The Full-time post will cover the following areas

1. MENDIP AREA — The post will be based at Wells or Frome and the postholder will be responsible for co-ordinating the ABE service in the Mendip area and for organising the ABE work in either Wells or Frome.
2. SEDGEMOOR AREA — The post bill be based at Bridgwater College and the postholder will be responsible for co-ordinating the ABE service in the Sedgemoor area and for organising the ABE work in Bridgwater.
3. SOUTH SOMERSET AREA — The post will be based at Yeovil College and the postholder will be responsible for co-ordinating the ABE service in the South Somerset area and for organising the ABE work in and around Stoke-sub-Hamdon.
4. TAUNTON DEANE AREA — The post will be based in Taunton and the postholder will be responsible for co-ordinating ABE in the Taunton Deane area and for organising the ABE work in the town of Taunton.

The part-time post (13 hours per week) will cover the

5. WEST SOMERSET AREA — The post will be based in Minehead, and will be responsible for the Co-ordinator and development of the ABE service in West Somerset.

Candidates should have experience in Adult Basic Education and possession of a teaching qualification or degree is desirable.

Requests for further details and application forms, indicating which post(s) you are interested in, should be sent (sae please) to County Co-ordinator (Adult Basic Education), The Blue School Annexe, Portway Avenue, Wells, Somerset.

Closing date 18th May 1987.

(40416)

Leisure Services
Youth and Community

Youth Work Opportunities in Nottinghamshire

Our Service is changing to meet the needs of all young people. Our new Teams of Workers will be multi-skilled to reach young people in a variety of settings. We are looking for committed, qualified men and women who are able to work in a Team or be self-motivating.

Detached Workers (3 posts) £9,309-£10,401 p.a.

Hucknall Urban Team Family of Clubs
The Worker will be based at the newly built Hucknall Youth Centre, attached to a large Leisure Centre in the District of Ashfield, and be part of the Hucknall Team. The work will be contacting young people not using existing services. Please quote ref. VB/6/145.

Beeston/Stapleford Urban Team Family of Clubs
The Worker will be based at Beeston Youth Centre in the district of Broxtowe, and be part of a Team of full and part-time staff, complementing building based work by contacting young people not using existing services. Please quote ref. VB/7/145.

Mansfield Urban Specialist Team
Based in Mansfield to be part of a large Team of full and part-time staff. The work of the team is to support existing provision including that at the refurbished Westfield Folkhouse Youth Centre. Please quote ref. VB/8/145.

Coffee Bar Worker £9,309-£10,401 p.a.

Newark Town Centre Urban Team Family of Clubs
Based in Newark, the Coffee Bar, with additional facilities, is open day and evening. The team covers the Newark Town area and includes building based and outreach work. The Team consists of full and part-time staff. The Coffee Bar Worker will develop the specialist work of the Coffee Bar. Please quote ref. VB/9/145.

Relocation expenses where appropriate.

For further information of the above posts contact Martyn Livermore on Nottingham (0602) 824220 or Derek Olde on Nottingham (0602) 824203.

Application forms and job descriptions are available by writing to the Personnel Services Department at Trent Bridge House, Fox Road, West Bridgford, Nottingham, accompanied by a self-addressed envelope. Closing date 25 May. Please quote appropriate post title and job reference when applying.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

EDUCATION DEPARTMENT — YOUTH SERVICE

Appointment of Principal Youth Leader

Henry Brown Youth Centre, West Howe, Bournemouth

JNC Range 4 Points 3-7: £11,046 - £12,327 (award pending)

Applications are invited from qualified, enthusiastic and experienced persons for this exciting and demanding post based in purpose built premises on a large post-war housing estate.

The person appointed will lead a team of two other full-time youth leaders, up to ten part-timers, resident caretaker, part-time secretary and volunteers.

In-service training opportunities and personal support is provided and assistance with removal/resettlement expenses will be available in approved cases.

For informal discussions please telephone Bernard Dowding on Bournemouth (0202) 201163.

Further details and application forms from the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth, BH2 6ER.

Closing date 22nd May, 1987.

(00762).

DORSET County Council

UNIVERSITY OF YORK

RESEARCH FELLOW

Applications are invited from graduates for the post of Research Fellow at the Centre for Global Education to:

(1) undertake in-service training and consultancy work in global education/world studies, and

(2) develop curriculum materials on gender issues.

School teaching experience at primary/middle school level essential as is knowledge of global education/world studies. In-service experience a strong recommendation.

This is a two year appointment from 1 September 1987.

Starting salary within the range £9,305 to £12,035 per annum, with USS.

Four copies of applications, with full curriculum vitae and naming three referees, should be sent by 19 May 1987 to Registrar's Department (Appointments), University of York, Heslington, York YO1 5DD. Further particulars are available (tel. 0904 - 430000 ext. 211). Please quote reference number 7/7145.

(13404)

DEPARTMENT OF TEACHER EDUCATION

LII PHYSICS/ELECTRONICS
LII PRE-VOCATIONAL EDUCATION (LEARNING DIFFICULTIES)

Salary: £8,595 - £13,656

Applications are invited for the above posts. In one case, the person appointed will be responsible for the initial training of FE teachers in those course components which relate to teaching strategies and curricula specific to the teaching of physics and electronics. For the other post, the person appointed will contribute to PGCE and Certificate in Education courses and will be responsible for planning and teaching options on programmes for course members with a special interest in teaching FE students with learning difficulties.

Application forms and further particulars are available from the Deputy Registrar, (Ext. 3000), to whom completed forms should be returned by 21 May 1987.

(13417)

BOLTON INSTITUTE OF HIGHER EDUCATION
Deane Road, BOLTON BL3 5AB

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

HM Prison Shepton Mallet, Somerset

A vacancy exists for a Lecturer I in **Business Studies** to join a team of full- and part-time tutors at HM Prison, Shepton Mallet. The programme is offered over 50 weeks of the year and the intention is to develop business education for students with limited experience who would hope to be self-employed on release. An interest in computing and/or the use of computers in the classroom would be an advantage.

The successful applicant will be appointed to the staff of **Strode Tertiary College, Street.**

Closing date for application is 20 May 1987. Application forms and further particulars available from the Principal, Strode College, Church Road, Street, Somerset BA16 0AB. (0458) 42277.

(16957)

JORDANHILL COLLEGE

HEAD OF THE DIVISION OF YOUTH & COMMUNITY SERVICES

Owing to the forthcoming retirement of the present postholder, the Governors invite application for this post.

The Division provides a diploma course and a one year post-graduate certificate course in Community Education. It has a programme of inservice work and contributes extensively to other degree courses (B.A. Sport in the Community, B.Ed. Primary Education).

Applicants should be graduates with a qualification in Community Education. Teaching experience and at least two years post-qualification experience in community education practice are desirable.

The appointment will be from 1st September, 1987 or such other date as may be mutually agreed.

Salary HOD 14 £20,865 p.a. (review pending)

Application forms and further particulars may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, 76 SOUTHBRAE DRIVE, GLASGOW G13 1PP (Tel: 041-959 1232, ext. 200)

Completed forms should be returned not later than Monday, 25th May, 1987.

(13430)

An Immediate vacancy exists for a

METHODIST YOUTH OFFICER

To serve in the East Anglian District. If you are a committed Christian, are Youth Work or Teacher trained, have experience of working with adults and some creative ability, you may be the person we are looking for.

Salary: Soulbury Scale for Youth and Community Service Officers, Main Range, Points 2 to 6.

Details: Mr David M. Dalziel,
The Methodist Church Division of Education and Youth,
2 Chester House, Pages Lane, Muswell Hill,
London N10 1PR.

Closing date: 28th May 1987.

(16998)

EDUCATION & RECREATION DEPARTMENT
YOUTH SERVICE

YOUTH OFFICER

(Training and Staff Development)

Salary: £13,383 - £14,916
(including London Weighting)
(Soulbury Main Range Points 2-6)

Qualified Youth Worker with substantial training experience required to join a team of Professional Staff in the continuing development of Merton's Youth Service.

The postholder will be a member of the Youth Officer Team which has a key role in the formulation and implementation of policies appropriate to developmental work with young people in a multi-ethnic community. The successful applicant will be responsible for the organisation and development of a comprehensive programme of training and support including the Brunel Basic Training Scheme, and will work with the Principal Youth Officer to establish an effective Staff Development Policy. The capacity to enable adults to work in a participative way with young people is essential.

For an informal discussion telephone Peter Miller, Principal Youth Officer on 01-545 3650. Further particulars and application form from the Director of Education and Recreation (Youth), Crown House, London Road, Morden, Surrey SM4 5DX.

Closing date: Friday 22nd May 1987. (16958)

LONDON BOROUGH OF
merton

Merton is an Equal Opportunities Employer.
All applications will be considered on their merits.

WILTSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT

YOUTH & COMMUNITY WORKER

Greendown Community Centre Swindon

JNC 3 (1/5) £9,054 - £10,122

Applications are sought from suitably qualified and experienced candidates for this post at the new purpose built community school which opened in September, 1986. There is a purpose built youth suite within the building. The Youth & Community Worker will be appointed to the Youth & Community Service and will be responsible to the Head. The Youth & Community Worker will be responsible to the District Youth & Community Service Officer for his/her professional competence and for his/her youth and community work in the Western Expansion area of Swindon.

This provides a very exciting opportunity for someone seeking to develop their experience in youth work based at a community school. Potential applicants might wish to speak to Gordon Evans (Trowbridge 3641 Ext. 2347) or Ian Matthews (Swindon 874224).

Further details and application forms are available from the Chief Education Officer, County Hall, Trowbridge, BA14 8JB. Tel. Trowbridge 3641 ext. 2460. Please quote Ref. E.86.642. Application forms returnable by 22nd May 1987.

AN EQUAL OPPORTUNITIES EMPLOYER
(13428)

Somerset County Council
AN EQUAL OPPORTUNITIES EMPLOYER

Somerset Education and Cultural Services Committee
Westfield and Preston Schools, Yeovil

Youth Worker

Salary Scale JNC 3 (1-5), £9054 - £10122 (pay award pending)

Applications are invited from qualified Youth/Community Workers for appointment to this challenging new post with a brief to work with these two mixed comprehensive schools in developing the provision of youth opportunities on and off site, with particular emphasis on opportunities for girls and young women.

Full details of the post and application forms are available from the Head, Westfield School, Stiby Road, Yeovil, to whom they should be returned by 18 May 1987 (sae please).

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

DIRECTOR OF HONILEY HALL

Salary: Soulbury Youth and Community Service Officers
Main Range 1-5: £11,967 - £13,449

Applications are invited for this post based at Honiley Hall Residential Youth Centre near Kenilworth. The successful candidate will be responsible for all aspects of the management of the Hall and will be expected to participate in the training programme. Applicants should have teaching or youth service experience.

Application form and further particulars may be obtained from the County Education Office, 22 Northgate Street, Warwick CV34 4SR. Please enclose S.A.E. 9" X 6" and clearly state reference SP/PAW/Director, or Tel: Warwick 493431, Ext. 2554.

Closing date 15th May, 1987.

Warwickshire is an Equal Opportunities Employer. (31616) 440000

Overseas Appointments

BAHAMAS
ST. ANDREW'S SCHOOL
Nassau, Bahamas
St. Andrew's School is an independent, all - age, co-educational school catering to a Bahamian and International student body of 700. The school is housed in attractive modern buildings on a 35 acre site.
Teachers required for September, 1987.
1. Head of French (with some Spanish).
2. Head of Spanish.
Candidates for these positions must have a minimum of five years relevant qualified experience, a recognised degree and professional training.
3. Teacher of English with Religious Education.
4. Teacher of Girls's Physical Education with some History.
Applicants for post 3 and 4 should have at least three years recent relevant experience.
Salary Scales.
Three years Teacher training %12,826 - %17,278.
General Degree with Teacher training %14,734 - %18,232.
Honours Degree with Teacher training %15,370 - %18,550.
A 5 percent gratuity is paid annually for the first two-year contract.
All candidates should submit a letter of application, one testimonial, one recent passport sized photograph and a detailed curriculum vitae giving the names and addresses of two referees.
Details of marital status, number of dependents, and home and work telephone contacts should be included.
Applications should be sent directly by airmail to: The Headmaster, St. Andrew's School, P.O. Box N-7546, Nassau, Bahamas. (37053) 460000

Recreation and Community Services Department

YOUTH/COMMUNITY WORKERS

Two new challenging jobs are offered in Birmingham's progressive and developing youth and community service for JNC qualified and experienced workers to be responsible for the organisation, supervision and development of youth or community activities in the respective neighbourhoods.

YOUTH WORKER
Sally Oak Neighbourhood
JNC 4(a) — £10,401-£11,686

You would take overall responsibility for the development of youth work in the Selly Oak neighbourhood, to the south of the City. Whilst continuing and developing existing projects at Bristol Road and Bournbrook Recreation Ground, a new and challenging aspect of the job will be to enable young people to participate in and share control of a new youth initiative.

Informal enquiries to Andy Driver or Richard Porteous on 021 472 2340. Ref: 375.

NEIGHBOURHOOD COMMUNITY WORKER
West Heath
JNC 3(d) — £9,846-£11,046

As a member of the Northfield Area Team operating in south west Birmingham you would be responsible for planning and developing a wide range of community activities and projects in the West Heath neighbourhood. You would also have responsibility for the organisation, support and development of West Heath Community Association. Proven ability to work with other agencies, services and with voluntary organisations in a flexible and unstructured manner is required.

Informal enquiries to Bob Strachan or Elwyn Bradsahw on 021 477 6261. Ref. 376.

Women, people with disabilities and from minority ethnic groups are under-represented amongst applicants for this type of work and applications would be particularly welcome from these groups. Only applications from JNC qualified workers will be considered.

For further written details and an application form (returnable by 29 May 1987) please telephone 021 235 4263 (24 hour answering service) or write to The Director, City of Birmingham Recreation and Community Services, Auchinleck House, Five Ways, Birmingham B15 1DS. Quote job ref.

(16976)

Birmingham
An equal opportunities employer.

Teachers of Home Economics, Food & Nutrition, Clothing & Textiles.

What a job we have finding you!

Skills taken for granted in this country are vital to members of poorer Third World communities.

In a world which by and large does nothing about poverty and injustice (let alone hunger), VSO volunteers work directly with those seeking to become more self-reliant.

No one can change the world. But as a VSO volunteer, you could make a world of difference.

VSO is looking for teachers of Home Economics, Food & Nutrition, Clothing & Textiles. We have received requests from Kenya, Belize, Sierra Leone, Antigua and Nigeria for people with skills in these areas. For most of these posts a teaching qualification is required and some experience is often an advantage.

You should be without dependants and willing to work for the local rate of pay. Postings are for two years – although many choose to stay longer – and most U.K. employers should be prepared to grant leave of absence.

For more information please complete and return.

VSO
Charity no 313757

I'm interested
I have the following training/experience

Name
Address

VSO SUPPORTS WALK FOR THE WORLD

Post to Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW. (24p S.A.E appreciated) TES/08/05

ROME

St George's English School
(HMC Day Coed, 800 pupils, ages 4–18, 65 nationalities)

1. Required for September 1987, a well-qualified teacher of
CRAFT DESIGN TECHNOLOGY
to teach multi-media design and realization to boys and girls 11–18, and GCSE Design and Communication. The school is well equipped, with two multi-media workshops and a design studio.
2. Applications are also invited for a possible vacancy, **Head of flourishing Art Department, ages 11–18 including large** 'A' level and GCSE option groups.
Attractive salaries and finance of fares, removals and settling-in.
Interviews on Wednesday 20 May in London (Imperial Hotel, Russell Square) hence rapid response essential. Short-listed candidates will be telephoned 16–18 May inclusive.
Letters of application to Mr H J Deelman (Headmaster, St George's, Rome), c/o President Hotel, Russell Square, Londn WC1 5BB will be opened Saturday 16 May, with final deadline Monday 18 May. Please enclose full c.v., three referees' details (including telephone numbers for 16-19 May) and personal telephone numbers for the same dates. Further information at interview. (1980)

EFL TEACHERS FOR SAUDI ARABIA

Tax Free Salaries plus Attractive Benefits

Cable and Wireless, the worldwide telecommunications Group, has established a nationwide telecommunications network for the Saudi Arabian National Guard. Training is an integral part of the project at the National Guard's well-equipped training school where theoretical and practical telecommunications skills are taught.

We have vacancies in August 1987 and later in the year for EFL teachers to teach small groups of National Guardsmen.

The ideal candidates will have a background of U.K. Comprehensive and overseas Secondary schools experience. Preference will be given to teachers who have taught in the Arab world or other Islamic countries.

The ability to teach absolute beginners and to produce effective materials at elementary level are essential components of the job.

Qualifications should include a suitable degree, P.G.C.E. or recognised TEFL qualification. Applicants are also invited from Cert. Ed. qualified teachers with the relevant experience.

For these positions we offer renewable contracts of approximately 15 months, including paid leave and travel, on single status.

Please telephone us on 01-405 4980 (24 hrs) or write for an application form to: The Recruitment Manager, Cable and Wireless plc, Mercury House, Theobalds Road, London WC1X 8RX, quoting reference 1207/TE.

Cable and Wireless
Helps the world communicate

OVERSEAS POSTS
continued

BAHRAIN
LECTURER IN SECRETARIAL STUDIES
Required for Pitman College. Head of Department position available for suitably qualified candidate. Post commences August/September fully furnished accommodation, medical insurance and gratuity. Interviews in London late May/early June.
Write with full C.V. to Mr Laurence Underwood, All Shamlan Organisation, Suite 705, Diplomat Tower, P.O. Box 26323, Manama, Bahrain. (05622) 460000

CHRISTIAN TEACHERS
FOR AFRICA
To teach Biology, Chemistry, Agriculture, TESL, Arts and Commercial Subjects in Secondary Schools. Secondary Teacher of the blind and Carpentry Instructors also needed.
Volunteer terms - two year contracts - air fares, preparation course, insurance and overseas allowance provided.
Apply to: Volunteer Missionary Movement, Shenley Lane, London Colney, St. Albans, Herts. AL2 1AR. Tel: Bowmansgreen (0727) 24853. (17282) 460000

FINLAND
THE ENGLISH KINDERGARTEN OF KOKKOLA
Requires nursery/infant teacher to teach 3-7 yrs. Start Aug./Sep. 87. Salary starting 4,200 FMK. Flat provided.
Send letter of application, CV photo, and names and addresses of two referees to The English Kindergarten, Kenepajankatu 3, 67100 Kokkola, Finland. Closing date May 28th 1987. (36101) 460000

GREECE
Required for Sept. 87 enthusiastic teacher preferably with E.F.L. qualification to teach all ages of children in an independent English Language school.
Apply in writing with C.V. to Eldu Marangaki Dima, P.O. Box 38, Rethymmo 74100, Crete, Greece. (37021) 460000

HUNGARY
Experienced EFL Teacher required for Agricultural University, Godollo, Nr. Budapest, Hungary.
To teach British Civilisation, Business English and General EFL.
Start September 1st 1987.
Accommodation provided - good salary.
Send C.V. to Agrartudomanyi Egyetem, Secretariat, 2103 Godollo, Hungary. (43188) 460000

ITALY
SIR JAMES HENDERSON BRITISH SCHOOL OF MILAN
Required for September 1987. Teacher of CHEMISTRY to 'A' level.
Teacher of RECEPTION/INFANTS/KINDERGARTEN.
Salary from 21.5m lire (£10,000 approx.).
Interviews 20th May in London.
Please send C.V. urgently to Gabbitas Thring Recruitment, 6-8 Sackville Street, London W1X 3BR. Tel: 01-734 0161. (08434) 460000

KHARTOUM
Teachers interested in teaching in Khartaum. Please contact at 0204 52450. (31479) 460000

NEW ZEALAND
HUNTLEY SCHOOL
Marton, New Zealand
Applications are invited for teaching positions at Huntley School, Marton, New Zealand for February 1988. Huntley is a boys' preparatory school with a roll of 110 boarders and 40 day boys. The School stands in 28 acres of its own land in a rural area of the country. Accommodation provided.
Applications should be made to: The Headmaster, Huntley School, P.O. Box 222, Marton, New Zealand. (31384) 460000

KENYA
Private preparatory/secondary school in Mombasa require the following teachers to begin a two year contract in September 1987.
'O' level French teacher to take charge of the teaching of French throughout the school.
P.E. specialist to take charge of the P.E. games programme in preparatory and secondary sections. The person appointed will also be expected to teach some mathematics in the upper prep and lower secondary age groups.
Both teachers must be prepared to take an active part in the extra-curricular life of the school.
Responsibility and accommodation allowances will be added to the salary and the successful applicants can be assured of excellent teaching conditions in a situation close to Nyali Beach Hotel.
Applications, including full C.V. must be sent to: The Headmaster, P.O. Box 86487, Mombasa, Kenya, to arrive before the end of June. Interviews will be held in London during the first week of August. (31475) 460000

LUXEMBOURG
The American International School (335 pupils 4-19 yrs) seeks a well-qualified teacher of English (Literature and Language - N. American curriculum) for pupils 11-18 yrs, starting end August, 2 year renewable contract. Interviews in London during May.
Please send C.V. soonest, including your telephone number, names and addresses of three referees (including one from your present post) to: Box HB, European Council of International Schools, 21B Lavant Street, Petersfield, Hants. GU32 3EL. (37018) 460000

TEACHING IN THE USA. It's easy to achieve once there! Our Guide gets you over each hurdle. Exodus 01-987 0454. (35141) 460000

MEXICO
EL COLEGIO BRITANICO
(The Edron Academy)
Mexico City
A British International school of 450 students (ages 3-18) requires the following staff for September 1987:
Head of Chemistry to teach O and A level and lead the Science Department.
The school offers 2 - year contracts with return flights, baggage and resettlement allowances. Salaries are under review.
Please send applications and a recent photograph to Simon Brewster, 41 Cricket Road, Cowley, Oxford OX4 3DH. (31399) 460000

MIDDLE EAST
EFL/ESL TEACHER
Essential requirements:
- Degree in English Language
- Overseas experience.
- Min. 3 years experience teaching technical English to Petroleum Industry personnel. (Ref. TES/ME/005).

MUSIC/SCIENCE TEACHER
Essential requirements:
- Formal degree
- Overseas experience
- Must have taught adults, preferably from the Oil/Gas/Petrochemical Industry. (Ref. TES/ME/002).

Please reply with a full CV quoting relevant reference number to: Overseas Technical Service (Harrow) Ltd., Recruitment Consultants OTS House, 468 Church Lane, Kingsbury, London NW9 8TQ. (31642) 460000

TEACHING POSTS IN JAPAN AND THE MIDDLE EAST
The Bell Educational Trust and vacancies in Japan and the Middle East for qualified and experienced teachers of E.F.L. Overseas experience and experience of in-company teaching an advantage for some posts. Vacancies immediately, in June and in September 1987. Attractive salaries and conditions of service. Contracts of 1 or 2 years.
Applications in writing enclosing c.v., recent photo and names of 2 referees to - Mr Malachy Mulholland, The Bell Educational Trust, Overseas Division, The Lodge, Red Cross Lane, Cambridge CB2 2QX Tel: 0223 246644. (05538) 460000

TURKEY
ISTANBUL, TURKEY
Modern secondary school with latest facilities and most up to date teaching environment including computers in class room need suitable qualified and experienced teachers for Maths and Science subjects.
Apply in writing with full c.v. to: Mrs F. Akinguc, Ozel Kultur Lisesi, Mehmet Akif Cad. I/A, Sirinevler, Istanbul. (37047) 460000

UNITED ARAB EMIRATES
INTERNATIONAL SCHOOL OF CHOUEIFAT
Abu Dhabi
The School is multinational, and takes pupils from age 3 - 18. Applications are invited from qualified teachers for September, 1987.
1) Physical Education.
2) Art (up to 'O' and 'A' level).
Renewable one year contract includes air conditioned accommodation, annual summer leave with air ticket to London. No taxes.
Letter of application with c.v. references and passport photograph should be submitted to the Registrar, International School of Choueifat, P.O. Box 7212, Abu Dhabi, United Arab Emirates. (04917) 460000

UNITED ARAB EMIRATES
ABU DHABI, UAE
A private school providing education through the medium of English, to boys and girls from Nursery and Secondary level, to mainly Arab Expatriot families. The School role is 350 plus
Teachers are required for August 1987 for the following posts:
1. Secondary English and T.E.F.L.
2. Secondary Science and Mathematics
3. Primary Teacher
Posts 1 and 2 - experience of GCE/GCSE an advantage.
Candidates must be well qualified, with at least two years experience. Teaching couples without children will be considered.
SALARY AND CONDITIONS
Contract for two years with a tax-free salary (paid in the local currency) and approx. £8,000 per annum plus bonus, plus one annual return air fare. Free accommodation and medical care.
Please send detailed c.v., letter of application and copies of credentials to: Hugh Macpherson, Headmaster, Al Manhal School, c/o 'The Hollies', Oldfield Way, Heswall, Wirral, Merseyside.
Deadline for applications: Monday, 17th May. Interviews to be held in the UK before the end of May. (31885) 460000

Posts Overseas

Indonesia

British Council Centre, Jakarta
Post 1: Assistant Director of Studies I
Post 2: Assistant Director of Studies III
Duties: Post 1: administration and pedagogical supervision of semi-intensive language improvement programme for public sector personnel; EOP courses and other non EAP courses for special groups; to provide advice and information on courses and materials to professional ELT visitors to the Centre; to co-ordinate and supervise improvement and maintenance of professional quality of Centre teaching; also minimum 5 classroom contact hours per week.
Post 2: to organise intensive langugage training courses in English for Academic Purposes (EAP) for fellowship candidates on pre-departure courses before post-graduate academic training overseas; to assist in improvement and maintenance of professional quality of Centre teaching and other services; minimum 5 classroom contact hours per week.
Qualifications: first degree, Diploma TEFL/MA in Applied Linguistics, at least 4 years' TEFL/TESL overseas teaching experience including at least 2 years' experience of ESP course design and syllabus production. CALL experience desirable.
Salary: on scale £8,586-11,289 p.a. according to qualifications and experience.
Benefits: fares; baggage; free furnished accommodation; overseas medical scheme; car purchase grant.
Contract: 2 years from end June/beginning July.
Closing date: 15 May 1987.
Reference: 87 D 76-77T.

Kuwait

Director of Studies
British Council Centre
Duties: course design (including ESG courses) and monitoring; supervision of teachers and Resource Centre; teacher training; assistance with registration, substitution and level co-ordination.
Qualifications: degree; RSA Dip TEFL or PGCE TEFL; MA TEFL or MA Applied Linguistics desirable; 5 years' varied TEFL experience including teaching children; teacher training experience.
Salary: KD 3480-KD 4452 p.a. (£1 = KD 0.44 approx) plus £7,152 p.a.; annual gratuity.
Benefits: airfares; initial allowance; annual passage paid leave; 8 weeks' leave p.a.; free furnished accommodation; medical scheme; baggage allowance.
Contract: 2 years, renewable, from 1 September 1987.
Closing date: 3 June 1987.
Reference: 87 D 30T.

Spain

Director, The British Institute, Vigo
This new Institute, opening later this year, has been set up by the British Council and the Autonomous Government of Galicia.
Duties: responsibility for financial, administrative and pedagogic aspects of setting up and running the new Institute; responsibility for educational enquiries and cultural work as the Institute will be the focal point for Council activities in Galicia; teaching for 10-15 hours per week during the first term of operations.
Qualifications: degree, TEFL qualification, significant ELT management experience, at least 8 years' TEFL experience and good Spanish are essential. MA in Education or Applied Linguistics and teacher training experience are desirable.
Salary: on scale £9,770-13,025 p.a.
Benefits: airfares; baggage allowance; married and child allowances; accommodation allowance; 11% SCA; medical insurance; 8 weeks' leave p.a.
Contract: 3 years, non-renewable, from mid-July 1987.
Closing date: 28 May 1987.
Reference: 87 D 58T.

Spain

University of the Basque Country, Vitoria
Lecturer in Applied Linguistics and English Language
Duties: to teach Applied and General Linguistics and possibly methodology to 4th and 5th year undergraduates on the English Philology course.
Qualifications: MA in Linguistics or Applied Linguistics desirable. Minimum 3 years' experience preferably in University or similar institution.
Salary: pesetas 1,550,944-2,069,032 p.a. depending on qualifications (£1 = ptas 207 approx).
Benefits: airfares, bonus in July and December, ptas 40,000 monthly allowance paid by British Council, Madrid.
Contract: 2 years, renewable for a further year, from 1 October 1987.
Closing date: 29 May 1987.
Reference: 87 B 26T.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

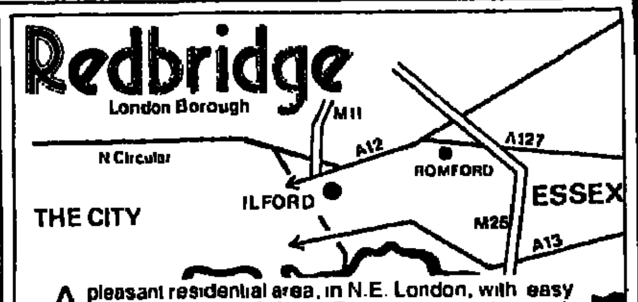
The British Council

Administration Local Education Authority

BEXLEY
LONDON BOROUGH DIRECTORATE OF EDUCATION CAREERS SERVICE
Post: Careers Officer: Scale 5 (Qualified Officer)
Salary: £9,129 to £9,954 p.a. inclusive
Applications are invited for the post of qualified Careers Officer who must be in possession of, or likely to obtain, the Diploma in Careers Guidance or its equivalent. The successful applicant will undertake the full range of duties in the Careers Service, including advisory work in schools, work with employers and work under the Youth Training Scheme. Many of the systems are computerised. The post is based at the Civic Centre, Bexleyheath.
Application forms and further details available from: Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN (Tel: 01-303 7777, Ext. 3846/3847). Closing date 22nd May, 1987.
This is a re-advertisement, previous applicants will be considered and need not re-apply. (37066) 480000

HEREFORD & WORCESTER
COUNTY COUNCIL
ADVISORY TEACHERS TEAM
Please see main advertisement under Secondary Education - other than by subjects. (43447) 480000

SHROPSHIRE
EDUCATION COMMITTEE
GRIST PROJECT
ADVISORY TEACHER - PRE-SCHOOL EDUCATION SCALE 4
Required for September 1987 for three years (1987-1990) a Scale 4 Advisory teacher for Pre School Education.
The person appointed will have substantial experience of pre school education and a good theoretical understanding of child development.
Application forms and details from:- J Byers, County Education Officer, Shirehall, Abbey Foregate, Shrewsbury. (SAE essential).
Closing Date: 15 May 1987. (05407) 480000



A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

Education Committee Appointment of

Advisory Teacher for Careers Education and Guidance (Scale 4)

Applications are invited from suitably experienced, enthusiastic and committed teachers for the above post which is currently vacant. The successful candidate will be a member of the central advisory and support team.

The Advisory Teacher's main responsibility will be for the development of effective programmes of careers education and guidance in schools and the organisation of relevant in-service education. However, as the authority believes that careers education should not be seen in isolation but in the context of the curriculum as a whole, the successful candidate will no doubt wish to participate as a member of a team in promoting careers education as part of a coherent programme of social and personal education.

An application form and further particulars can be obtained from the Director of Educational Services, Education Offices, 255/259 High Road, Ilford, Essex.

The closing date for the receipt of completed forms is Friday, 15th May 1987. (00760)

CHIEF ADVISER

Soulbury Scale HT 11 – £20,787–£22,332 (Under review)

This new post has been established to provide leadership for a strong advisory team (currently consisting of 13 advisers) to co-ordinate the Authority's inset programme, to promote curriculum development and the continuing improvement of the quality of education within the Borough.

Candidates should have substantial experience in both teaching and advisory posts and have acquired management skills within the education service.

Application forms and further details are obtainable from the Director of Education (061-480 4949 ext 3813), Town Hall, Stockport SK1 3XE, to whom they should be returned by 29th May 1987. (13402)

STOCKPORT
An Equal Opportunities Employer

EDUCATION DEPARTMENT

Adviser for Sex Equality

Soulbury HT Group 7 — £15,666 - £17,148 + £795 + Casual Car User Allowance

Qualified teachers with appropriate experience are invited to apply for this new post in the Education Advisory Service.

Applicants should currently be on Scale 3 or above with a record of successful teaching experience and/or INSET work with teachers in both Primary and Secondary Schools, and have experience of working in a multiracial urban area.

The main task will be to assist in the implementation of the Council's Equal Opportunities Policy in curriculum, INSET and school policies.

Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability.

Further details and application form from Recruitment Officer, Personnel Department, Town Hall, Forest Road, London E17 4JF. (Tel. 01-531 8899 — 24 hour answering service).

Please quote ref G184/TES.

Closing date 22nd May. (04254)

Waltham Forest

EDUCATION DEPARTMENT – CAREERS SERVICE

SENIOR CAREERS OFFICER

Rayleigh Careers Office

SO1 £10,569–£11,271

Post Number: C0897

In addition to the normal duties of a Careers Officer, the Senior Careers Officer will be responsible for the general organisation and administration of the Careers Office.

Candidates should hold the Diploma in Careers Guidance and have suitable experience within the Careers Service.

Interested applicants may telephone Mrs A Hine on Southend 339133 for an informal discussion.

Generous relocation expenses payable in appropriate cases.

Application forms and further details are available from (see please) County Education Officer (P), PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD. Telephone: (0245) 267222 ext 2626.

Closing Date: 15th May 1987. (04251)

ESSEX County Council

ADMINISTRATION L.E.A. continued

PRINCIPAL OFFICER (SPECIAL NEEDS)

£15,345 - £16,506 p.a.

Required in the Schools Section of the Education Department for principal responsibilities relating to the professional co-ordination of support services on behalf of individual pupils, together with the direction of the Education Welfare Service. You should have considerable managerial skills, the ability to promote good working relationships with a wide ranging personnel, and a clear commitment to equal opportunities policies.

You should hold a professional qualification equivalent to degree level and have wide experience in the field of education. Relevant teaching experience, preferably at a senior level, could be an advantage as would experience of living or working in an ethnic minority community.

Closing date: 22.5.87. Ref: ED389

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annexe, New Broadway, Ealing W5 2BY. Tel: 01-840-1995 (24 hour service). Please quote appropriate reference.

Pathway Further Education Centre

TEMPORARY LECTURER GRADE II

Language Development in a Bi-lingual Context

This vacancy has arisen initially for one year due to the secondment of the present post-holder to a Borough-wide project. Your main duties will be to promote the professional career development of teachers from ethnic minority groups particularly in the areas of English as a Second Language and Community Languages. The following courses are currently running: RSA TESLA diploma, RSA diploma Community Languages, Foundation Courses in teaching Community Languages, Advanced Communication Skills, and pre-entry refresher courses for ethnic minority teachers.

Experience in teaching on these courses and of leading a team is essential.

We are willing to consider secondment posts.

Application forms and further particulars from the Head of the Centre, Pathway FE Centre, Havelock Campus, Havelock Road, Southall, UB2 4NZ. Tel: 01- 571 2241.

Closing date: 22.5.87.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (13441)

Ealing

COUNTY INSPECTORATE

Applications are invited for the following post within the County Inspectorial and Advisory Service. The successful candidate will be expected to take up appointment on 1st September 1987.

SENIOR COUNTY INSPECTOR

(Primary) Soulbury

(Burnham HT Group 10) £19,260–£20,766

To have a general role in one area of the County and to hold a special responsibility for Primary Science and Technology.

Applicants for this post should have suitable qualifications and experience as Headteachers or Advisers.

Previous applicants will automatically be reconsidered.

Closing date: 20th May 1987.

Generous relocation expenses payable in appropriate cases.

Application forms and further details from (see please) County Education Officer (P), PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD. Telephone: Chelmsford 267222 ext 2626. (04031)

ESSEX County Council

LONDON BOROUGH OF MERTON EDUCATION COMMITTEE

GENERAL INSPECTOR

with special responsibility for POST-16 EDUCATION

to join a hard working and committed team. The LEA is currently planning to re-organise its Schools and hopes to establish a Sixth Form College which, with Merton College, will be major centres for Post-16 Education.

Wide experience of teaching, preferably in Further and Secondary Education essential. In addition to these general duties, the person appointed will be expected to carry out specialist duties in areas of the curriculum where he/she have special qualification and experience.

SOULBURY HEAD TEACHER 9

Salary: £18,075 - £19,587 (under review) plus Inner London Allowance

Application forms and further details are available from the Director of Education & Recreation, Crown House, London Road, Morden, Surrey SM4 5DX. Tel. 01-545 3264.

Closing date: 13th May, 1987.

Merton is an Equal Opportunities Employer
All applications will be considered on their merits. (1682)

Buckinghamshire County Council

An Equal Opportunity Employer

ASSISTANT EDUCATION OFFICER (SCHOOLS)

PO4/5 (£14,862–£17,160 p.a.)

This post covers a wide range of duties within the Schools Section. Applicants should be good honours graduates with experience in teaching and in LEA administration.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ (Tel: Aylesbury 395000 Ext 8128) Closing date: 22 May 1987 (40417)

ADMINISTRATION – LEA *continued*

HUMBERSIDE

CAREERS OFFICER 013677 £7,011 - £9,216

(Minimum Salary for an Officer with the Dip. C.G. Part II (£8,391) Scale 4/5)

BEVERLEY CAREERS OFFICE

To undertake group, individual guidance and placing work based at the Beverley Careers Centre.

Beverley is a thriving market town and developing tourist centre. The main County Council offices are based here and there is therefore a predominance of clerical and administrative employment. It also acts as an employment centre for an important rural hinterland and provides a wide range of commercial and retail facilities and some manufacturing industry.

The area is served by five 11-18 schools, three of which are in Beverley itself and the others in Market Weighton and Pocklington. Beverley College of Further Education provides a wide range of courses and the County's Agricultural College is close by at Bishop Burton. The Careers Centre is pleasantly located overlooking the market square and there is a part-time office at Pocklington.

A varied caseload is likely to involve work in at least two schools, with opportunities for work with the academically more able, and in one of the colleges, with opportunities for work with adult clients: in addition there will be work with industry and with the unemployed.

Candidates should preferably be experienced careers officers and hold a Diploma in Careers Guidance.

To obtain application forms please write enclosing a stamped addressed envelope to: Humberside County Council, The Director of Education, Staffing Section, County Hall, Beverley HU17 9BA.

Closing date: 22nd May 1987.

'Humberside County Council - working towards Equal Opportunities'. 480000 (31618)

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT ADVISER FOR CRAFT DESIGN & TECHNOLOGY £16,785 - £18,273 (Burnham H.T.5)

Applications are invited from suitably qualified and experienced applicants for this important post and proven success at a senior level is essential. Responsibilities will include initiating and co-ordinating curriculum, staff and in-service developments in CDT in all phases. There will also be a more general commitment within one of three area teams into which the Inspectorate and Advisory Service is being restructured.

ADVISER FOR MODERN LANGUAGES £16,785 - £18,273 (Burnham H.T.5)

Applications are invited from suitably qualified and experienced teachers for this important new post in the Authority's expanded Advisory Service. Responsibilities will include initiating and co-ordinating curriculum, staff and in-service developments in Modern Languages. Proven success at a senior level is essential. There will also be a more general commitment within one of three area teams into which the Inspectorate and Advisory Service is being restructured.

ADVISER FOR PRIMARY EDUCATION £16,785 - £18,273 (Burnham H.T.5)

Applications are invited from suitably qualified and experienced applicants for this important post and proven success at a senior level is essential.

There will also be a more general commitment within one of three area teams into which the Inspectorate and Advisory Service is being restructured.

There is a scheme for assistance for re-location expenses.

Application forms and further particulars (s.a.e.) may be obtained from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN to be returned by 22nd May, 1987. (31870) 480000

Ealing

EDUCATION SERVICE

Working For Quality INSPECTORS (2 POSTS)

£17,895 to £19,383 p.a. Pay award pending.

Ealing is a Borough with particular education needs and a large Asian and Afro-Caribbean school population.

We are looking for committed and enthusiastic individuals with experience of working in a multi-racial educational environment, who can make a significant contribution to the work and quality of the Ealing Education Service.

We are looking for expertise in one or more of the following areas:

Science and Technology; Business Studies;
Information Technology; Primary Education; Humanities.

Closing Date: 18/5/87. Ref: ED 394.

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annexe, New Broadway, Ealing W5 2BY. Tel: 01-840-1995 (24 hour service). Please quote appropriate reference.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (40444)

Senior Assistant Education Officer (Continuing Education)

Salary: £19,353 - £20,718 including London Weighting

Applications are invited from graduates with successful teaching and administrative experience for this key third tier post. The postholder will be responsible to the Chief Education Officer for the management of a major sector of the Service which includes Further and Adult Education, Manpower Services Commission initiatives, Grants and Awards to Students, INSET administration, the Youth and Community Service and for the work of the Careers Service.

The Authority is at present undertaking consultation about the possible introduction of a tertiary college in September 1989.

Barking & Dagenham Education Department

Application forms and further details available from Chief Education Officer, Town Hall, Barking, Essex IG11 7LU. (Please enclose foolscap s.a.e.) Closing date 22nd May 1987. (13310)

An Equal Opportunity Employer

EDUCATION DEPARTMENT – CAREERS SERVICE

SENIOR CAREERS OFFICER

Grays Careers Office

SO1 £10,569–£11,271 + £225 Outer Fringe Allowance

Post Number: C0878

In addition to the normal duties of a Careers Officer, the Senior Careers Officer will be responsible for the general organisation and administration of the Careers Office.

Candidates should hold the Diploma in Careers Guidance and have suitable experience within the Careers Service.

Closing date: 24th May 1987.

Application forms and further details are available from (see please) County Education Officer (P), PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD. Telephone: Chelmsford 267222 ext 2626.

Generous relocation expenses payable in appropriate cases.

ESSEX County Council (04248)

DURHAM COUNTY COUNCIL

EDUCATION DEPARTMENT

Deputy Director of Education

Salary Scale: £22,692 (by £570 x 4) — £24,972

Applications for this post, which will become vacant on 30th June, 1987, are invited from graduates with appropriate teaching experience and substantial educational administrative experience in a major and progressive local authority. The successful applicant will assist the Director of Education with the organisation and administration of the County Council's function as Local Education Authority.

Application forms, which must be returned by 26th May, 1987 and further particulars are available from the Director of Education, County Hall, Durham, DH1 5UJ, or by telephone on Durham (091) 386 4411, Ext. 2283.

Durham County Council is an equal opportunity employer. (16999)

SHEFFIELD COUNCIL
Working for a better City

Adviser for Primary Education

(Soulbury HT Group 9) £18,075 to £19,587

Advisory Service, Leopold Street, Sheffield S1 1RJ

Applicants for the above post will be expected to show significant and relevant teaching experience at a senior level teaching children in the 3-13 year old age group. This post offers a challenging and exciting opportunity to make a major contribution to a child-centred integrated learning approach in individual schools, through being assigned to a group of schools in relation to general educational issues and to the in-service training programme in an Authority in the fore-front of developments in this field.

The successful applicant will be based at the Education Department and will work within a team of advisers.

Interviews for this post will take place on 28th May 1987.

APPLICATION FORMS AND FURTHER DETAILS ARE AVAILABLE FROM THE CHIEF EDUCATION OFFICER (REF ST/P/PS), PO BOX 67, LEOPOLD STREET, SHEFFIELD S1 1RJ. TEL: 0742 735764.

CLOSING DATE: 18TH MAY.

We particularly welcome applications from women, black people and people with disabilities for all our posts.

(13418)

An Equal Opportunity Employer

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

ASSISTANT EDUCATION OFFICER (Further Education Development)

Salary PO6 (£13653 - £14862)

For 1st September 1987, a graduate with good experience of further education, appropriate skills and qualities and an interest in educational administration to fill this new post, the duties of which will centre largely but not exclusively on the work-related NAFE planning process and the introduction of new budgetary procedures for the Authority's colleges.

Application form and further details (see please) from the Chief Education Officer, Staffing (NT) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY. Closing date 29th May 1987. (41410)

SHROPSHIRE COUNTY COUNCIL
(An Equal Opportunity Employer)

COUNTY EDUCATION OFFICER

£29,421 to £32,037 p.a.

The Council wish to recruit a successor to the present County Education Officer, who will retire in October.

Applications are invited from individuals with appropriate academic and professional qualifications, experience of teaching and with considerable experience of management in a local education authority.

The County Education Officer is a member of the Chief Officers' Management Team.

Further details and application form for the post may be obtained from:-

Personnel Officer,
Shropshire County Council,
Shirehall,
Abbey Foregate,
Shrewsbury, SY2 6ND.
Telephone: Shrewsbury 252806

The completed application forms must be returned no later than 27th May 1987. (13425)

ASSISTANT DIRECTOR (SCHOOLS)

£22,845 p.a. - £25,065 p.a. (inclusive) plus essential car user allowance

The Assistant Director (Schools) plays an important role as a member of the Education Department's management team. The main responsibility of the post is the day-to-day management of all the Authority's Schools and include the Education Welfare Service, the Schools Psychological Service and the Child Guidance Service.

This is a challenging post and applicants must be graduates, possess a second educational qualification and have extensive managerial experience within the Education Service. Relocation expenses may include 100% removal fees involved for house sale and purchase, 100% removal expenses, temporary lodging allowance plus a settling in allowance of £890 in respect of incidental expenses incurred.

HILLINGDON THE WEST LONDON BOROUGH

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge, Middlesex, UB8 1UW. Telephone Uxbridge 50588 (24 hour answering service available). Please quote Ref. E/AS/12XE. Closing date 22 May 1987. (13426)

CO-ORDINATOR

FOR A SCHEME TO DEVELOP POSITIVE APPROACHES TO PUPIL BEHAVIOUR IN SECONDARY SCHOOLS (Scale 4)

Required from September 1987 or January 1988, to co-ordinate a pilot project. Applicants should be well qualified and have successful experience in at least one of the following areas: Personal and Social Education; In-Service Education; GRIDS.

The Co-ordinator will work as part of a team, sharing expertise, developing a curriculum strategy and initiating staff development. The contract will be permanent to the Authority although consideration will be given to a secondment from a teaching post.

Removal and relocation expenses of c.£4,000 are available for those who qualify.

Form and details from County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD. Tel. (0245) 267222 Ext. 2652.

Closing date 22nd May 1987. (40441)

ESSEX County Council

Professional Assistant

P.O.2 £13293 - £14391 inclusive

Applications are sought from well qualified teachers or lecturers, with sound and varied experience, to work initially in the Schools Division, which has responsibility for most aspects of primary, secondary and special schools.

The successful applicant will have a varied role including working on the development of governing bodies and later experience of specific assignments with other divisions. The post provides initial training and useful experience for an entrant to educational administration.

Application forms from the Director of Education, The Civic Centre, Lampton Road, Hounslow TW3 4DN. Tel: 01 570 7728 ext: 3621.

Closing date: 18 May 1987. (04268)

Hounslow

BMB
BOLTON METROPOLITAN BOROUGH

SENIOR CAREERS OFFICER (SCHOOLS WORK)

SO1 £10,569/£11,271

Applications are invited from qualified Careers Officers for the above post. The appointee will act as team leader, under the direction of an Assistant Principal Careers Officer responsible for the schools work of the Careers Service.

APPLICATION FORMS, to be returned by 22nd May, and further details, are available from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel: Bolton 391632). Registered Disabled Persons are invited to apply. Trade Union Membership is a condition of service.

An Equal Opportunity Employer (40407)

SHROPSHIRE EDUCATION AUTHORITY

ADVISER FOR POST-16 AND PASTORAL EDUCATION

Soulbury HT Group 9

This newly established post is aimed at strengthening the Authority's support for F.E. and other post-16 education. The person appointed will also have a responsibility for the development of Pastoral and Personal and Social Education across the Secondary/FE age range in schools and colleges. Candidates should have successful teaching experience relevant to the post, and a significant part of this experience should have been gained in the FE system. Experience of involvement in staff and curriculum development work is also desirable.

Application forms and further particulars from The County Education Officer (GEN/8), Education Department, Shirehall, Shrewsbury (send s.a.e. please) returnable by 21st May 1987.

(40306)

CAREERS OFFICER

Scale 5/6 £8391–£10164

An extra post has been allocated to the Careers Service and applications are invited from qualified officers, including those due to complete training this summer. The successful candidate will be based in Newport with a responsibility for school work, including some independent schools. In addition there will be involvement with YTS.

Previous industrial experience would be an advantage as would an interest in the use of computers. The post will commence from 1 September 1987.

The island offers an excellent environment in which to work and live, with good educational and leisure facilities. Property prices are cheaper than most areas of the south; assistance with removal expenses, essential user car allowance and car loan facilities are offered.

Application form and further details from the County Personnel Officer, County Hall, Newport, Isle of Wight PO30 1UD. Telephone (0983) 524031 Ext 127/346.

Closing Date: 21 May. (15969)

Isle of Wight COUNTY COUNCIL

KIRKLEES An Equal Opportunity Employer

METROPOLITAN COUNCIL

Directorate of Educational Services

ASSISTANT EDUCATION OFFICER (SCHOOLS)

Salary: Grade PO (B) £13,653 - £14,862

HQ, Huddersfield.

Applications are invited for this vacancy from graduates with good teaching and administrative experience in a responsible post. Duties will relate to government, management, staffing and policy issues for schools maintained by the Authority. Initially these duties will be concerned with secondary schools but it is envisaged that there will be a rotation of duties.

Application forms and further particulars (s.a.f.e. please) from the Director of Educational Services, Staffing Section, Oldgate House, 2 Oldgate, Huddersfield, HD1 6QW to whom completed forms must be returned within 14 days of this advertisement quoting Job No. 6795.

(40432)

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants.

The Council operates a Trade Union Membership agreement.

THE HAMPSHIRE CONSORTIUM FOR ART DESIGN AND ARCHITECTURE

Winchester School of Art

Consortium Administrator and Chief Administrative Officer

Grade PO3 (£13,653 - £14,682)

For the new post we seek a person whose chosen career is in educational management, who is conversant with current issues in education and who is an innovator; background may have been in further and higher education, other branches of the public service or in industry and commerce.

The Hampshire Consortium is a partnership of colleges bringing together skilled and qualified further education in art, design and architecture in Hampshire. The person appointed will play a major role in establishing the Consortium's systems.

Details from the County Education Officer, Hampshire County Council, The Castle, Winchester, Hampshire, SO23 8UG, or telephone Winchester (0962) Ext. 476, Ref. PE/Misc/WB.

Hampshire is an equal opportunities employer welcome from people with disabilities.

(40428)

MERTON
LONDON BOROUGH OF MERTON

EDUCATION DEPARTMENT

Applications are invited for the following posts, to take effect from September, 1987.

ADVISORY TEACHERS - SCALE 4 BURNHAM (Two Posts)

1. Expressive Arts.

2. Language Development.

These posts have been created under G.R.I.S.T. arrangements as part of the authority's policy on curriculum development and in-service training. Initially, both posts will be offered on a one-year basis. It is unlikely, however, that tenure will be extended under future G.R.I.S.T. arrangements.

Candidates for both posts should be committed to working alongside teachers to develop strategies for improving quality and continuity in the curriculum between primary schools (5-9) and middle schools (9-13). Unsuccessful applicants will also be required to contribute generally to the authority's curriculum.

Both posts will be based at the Merton Arts Centre. Further details and application forms are available from the Director of Education and Recreation (Staffing), Education Department, Crown House, London Road, Morden, Surrey SM4 5DX. Completed forms should be returned by Monday 18th May 1987.

Merton is an Equal Opportunities Employer. (31657) 480000

WARWICKSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT

ADVISER FOR MATHEMATICS

Soulbury Group 9 (at present £18,075 - £19,587 p.a.)

Ref. SP/PAW/Maths Adviser

Applications are invited for this challenging post from suitably qualified persons with varied and successful teaching experience.

ASSISTANT ADVISER FOR HOME/SCHOOL LIAISON

Soulbury Group 7 (at present £15,666 - £17,148 p.a.)

Ref. SP/PAW/Asst. Adviser

This is a new post, and applications are invited from suitably qualified and experienced persons. Successful teaching experience and an understanding of the education system are essential. The successful candidate will be expected to encourage and develop parental involvement, and to promote in schools imaginative policies designed to foster this.

Details of both post and application forms are available from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR. Please enclose a 9" x 6" s.a.e. and clearly state the reference of the post in which you are interested.

Closing date 18th May, 1987.

WARWICKSHIRE IS AN EQUAL OPPORTUNITY EMPLOYER. (055431) 480000

Administration General

SUMMER DIRECTOR - Live-in Graduate/driver with youth experience direct small language course Oxford June 29-July 22 and or Jul 23-Aug 14. Pay approx £600 course. TEFL asset. Tel: 0865/ 735370. (31132) 500000

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

Education Department

Adviser (Special Education)

Soulbury Burnham Head Teacher Group 9 £18,075 – £19,587

This important post involves work in all areas across the Authority as part of a team of 21 Advisers and will be available from either September 1987 or January 1988. Further information is available. (Post Ref. No. E36:2).

Application forms may be obtained by writing to The Chief Personnel Oficer, Town Hall, Wakefield, WF1 2HQ, or by telephoning Wakefield 367111, Ext. 3113, to be returned, quoting the appropriate reference number by 20 May, 1987.

(13008)

RANK EDUCATIONAL SUPPORT SERVICE

G.C.S.E. RESIDENTIAL STUDY WEEKS: NOVEMBER 1987

SUBJECT ADVISERS REQUIRED

6 WEEKS: £1400 - £1800

Have you recently retired from teaching – or are you thinking of taking a break – and are looking for short term but rewarding work, making use of your skills and expertise?

If so, apply to us now. We are recruiting residential SUBJECT ADVISERS to work alongside teachers in interpreting course work at our Centres in MINEHEAD and BRIGHTON.

Mathematics, Biological Science, English, Drama, Art, Humanities and Physical Education.

The period of the contract will be 6 weeks from mid October – and November 1987 to include preparation and four weeks direct supervisory work. Fees negotiable between £1400-£1800; full board and accommodation provided.

Applications by letter, marked "CONFIDENTIAL" with cv and the names of two referees, TO: Rank Educational Support Service, (Subject Advisers), 21 Southernhay West, EXETER, Devon EX1 1PR.

ASSISTANT EDUCATION OFFICER

Salary £11,964–£13,662 (including London Weighting) depending on qualifications and experience.

The NDCS Education Service, based at the National Office in London, provides information and advice to parents and professionals and contributes with the Education Subcommittee to the development and implementation of the Society's education policy; this includes a commitment to parents' rights, equal opportunities and the practical implementation of the Society's ethnic minorities initiative.

We are looking for a Qualified Teacher of the Deaf, or someone with experience in the education of deaf children, and with good administrative skills. An interest in education of younger children and/or aural/oral education would be welcome. Applications from hearing impaired candidates welcome.

Closing date for applications: Friday 15th May 1987.

Further details about the above post may be obtained from: The Director, The National Deaf Children's Society, 45 Hereford Road, London W2 5AH. (14265)

THE NATIONAL DEAF CHILDREN'S SOCIETY
45 HEREFORD ROAD LONDON W2 5AH TEL: 01-229 8272

Kaleidoscope Project, Kingston-upon-Thames

DUAL POST: TUTOR (Graduate in Modern Languages or Home Economics Teacher) ASSISTANT ADMINISTRATOR (previous experience required or ability to acquire skills in financial administration).

Kaleidoscope is a voluntary, church-based and ecumenical project which is an extension of the life and work of the John Bunyan Baptist Church and is radical in its theology. The project employs over 20 staff and runs a club, hostel, education unit and medical clinic. Services include special provisions for drug dependents. Job description on supply of cv. Reverend Adele Blakebrough-Fairbairn, Kaleidoscope, 40-46 Cromwell Road, Kingston-upon-Thames.

(15714)

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

EDUCATIONAL PSYCHOLOGIST

Salary: £10,170–£17,148 per annum
Soulbury Committee Scale equivalent to the Burnham qualified teacher Spine Scale 3 point 4 to Headteacher Group 7
Commencing salary determined according to age and experience

Required by the Preston Area Team which consists of nine educational psychologists.

Must have Honours Degree in Psychology, teaching experience and post graduate training in educational psychology.

The post offers opportunity to work in Primary and Secondary schools, Special schools and Units in the South Ribble District.

Application forms from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8RJ (SAE please).

Ref: A1199/1/PJ.

Closing date: 26th May, 1987. (14247)

MIDLAND EXAMINING GROUP

General Certificate of Secondary Education

APPOINTMENT OF CHIEF EXAMINERS

Applications are invited for Chief Examiner appointments for the 1988 examination in the following subjects:

BUSINESS AND TECHNOLOGY (MATURE)

GEOGRAPHY SYLLABUS M (MATURE)

Further details from The Secretary, East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Aspley, Nottingham NG8 3HR.

FRENCH (MATURE)

Further details from The Secretary, Oxford and Cambridge Schools Examination Board, Elsfield Way, Oxford OX2 8EP.

SCIENCE IN SOCIETY (MATURE)

Further details from The Secretary, Oxford and Cambridge Schools Examination Board, 10 Trumpington Street, Cambridge CB2 1QB.

GERMAN (MATURE)

MATHEMATICS (MATURE)

Further details from The Secretary, University of Cambridge Local Examinations Syndicate, 1 Hills Road, Cambridge CB1 2EU.

The closing date for the receipt of all applications for the above posts is 22nd May 1987.

(14505)

Considering a change of career?

A HIGH INCOME: You will earn over £12,000 in your first year with us if you meet the basic targets. Our better consultants earn over £18,000 p.a.

SECURITY: Working for a £4 billion financial services group, you will be on a regulated earnings scheme of £7,000 (negotiable) and based in LONDON.

If you are aged 22-35, positive, hard working and well spoken, ring: 01-828 2462.

(14909)

Miscellaneous

ALTERNATIVES FOR TEACHERS. Use profession al skills in new employment. 'Private Tuition Handbook'; 'From Teaching into Business'; 'Careers in Writing and Publishing'. £2.25 each; all three £5.95. Access phone 0604 881689 or Write Dept S, Hamilton House Publishing, Brixworth, Northampton. (04148) 660000

BIRMINGHAM REPERTORY THEATRE DRAMA ANIMATEUR

Birmingham Repertory Theatre wishes to appoint a Drama Animateur for, initially, a twelve-month project to develop educational activities in the West Midlands linked to the Theatre's new programme of community touring.

The Theatre wishes to appoint someone with knowledge and understanding of professional theatre, and good teaching ability.

Salary: £10,000 per annum. Details upon receipt of s.a.e. from Derek Nicholls, Associate Director, Birmingham Repertory Theatre, Broad Street, Birmingham B1 2EP. (31363) 660000

DISAPPOINTED BY PAY AWARD. In need of extra cash? Here is an opportunity for teachers to utilise their professional expertise in order to realise substantial cash benefits on a part-time basis. As much as £50.00 per hour is possible. For free details please send s.a.e. to Wessex Educational Consultants 17, Manor Road, Yeovil, Somerset. (31522) 660000

HAVE YOU GOT WHAT IT TAKES TO BE A CHILDREN'S SUMMER CAMP DIRECTOR?

Director required for Day and Residential Camps for mid July until end of August 1987.

Salary up to £2,000 for the season.

Tel: (09074) 6025 for further details, or write to: Daniel Medina, Camp Beaumont, Kingswood Centre, Ham Lane, Albrighton, Wolverhampton WV7 3AW. (31383) 660000

PRACTISE YOUR LANGUAGES PAYING GUEST stays arranged in U.K., France, Germany, Spain and Italy. Also Perm/Temp. Au Pair places in France. GREATEST CARE TAKEN WITH CHOICE OF FAMILIES. Contact Mrs. Rutter. HOST & GUEST SERVICE, 59a Kings Road, London SW6 2DX. Tel: 731 3340. (37021) 660000

ASSISTANT MANAGER

REDBRIDGE SPORTS CENTRE TRUST LTD

We require an Assistant Manager to join a young and enthusiastic team managing this independent multi-sports complex. The Centre, winner of the 1986/7 Greater London Sports Council's Management Award, provides a challenging opportunity for a self-motivated person. Applicants, probably aged between 21 and 30, should have relevant qualifications in either recreation management or physical education. The position offers a wide range of managerial responsibilities and excellent training for career advancement. The Centre caters for 20 activities but is particularly well known for racket sports and so an interest in such activities would be an advantage.

Starting salary – £7,500 p.a.

Accommodation available if required.

Application forms and further details from the Secretary, Dept. T.E., Redbridge Sports Centre Trust Ltd., Forest Road, Barkingside, Essex IG6 3HD. Phone No. 01-501 0019.

Completed application forms to be returned not later than Friday 29 May, 1987.

(13322)

ARE YOU HAPPY WITH THE REWARDS FOR YOUR HARD WORK?

I WASN'T!...

1983 PE Teacher — **Salary £10,300**
1988 Financial Management Consultant — **earnings £28,000**

A sales career in financial services *does* reward hard work and ability.

We provide the training, products and administrative support to help you build your own business.

As an ex-teacher, I will gladly tell you my story.

For further details, contact Roger McKibbin, Allied Dunbar Assurance plc, 78/78 Red Lion Street, London WC1R 4NA. Telephone 01 404 4599 (N.B. Greater London and Home Counties only).

We are an equal opportunities group. Applications are welcome regardless of sex, marital status, ethnic origin or disability.

ALLIED DUNBAR

PERSONAL FINANCIAL GUIDANCE

(40477)

Publicity Assistant

Educational Publishing

Collins Educational is the successful and established schools publishing division of Collins Publishers.

Our list is growing rapidly as is our market share, and we need an enthusiastic and intelligent Publicity Assistant who, reporting to our Publicity Manager, will become part of a small committed team. You will need some experience or appreciation of the needs of schools and teachers, to work on all aspects of our busy catalogue and leaflet programme. This is an ideal opportunity for someone with one or two years experience, or the right qualities, to develop a career in educational marketing.

We offer an attractive salary together with the benefits expected from a large successful organisation.

To apply, please write with a c.v., indicating current salary, to:

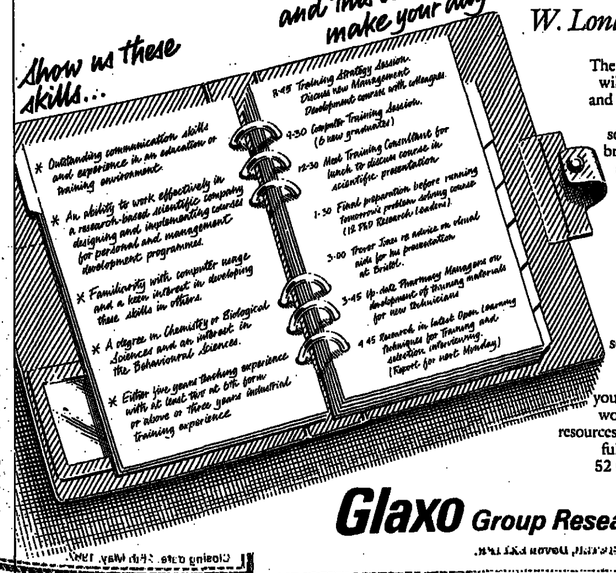
Roy Davey,
Sales & Marketing Director, Educational,
COLLINS : PUBLISHERS
8 Grafton Street,
London W1X 3LA.

Collins · Publishers

A UNIQUE TRAINING ROLE AT GLAXO

and this could make your day

Show us these skills...



W. London — *up to £16,000*

There's little doubt that life as a Trainer with us will be demanding. Each day will present new and varied challenges which require insight and skill. It will take an exceptional person, someone resourceful and energetic, who will bring an experienced approach to training and a potential to use behavioural techniques in our staff development plans. It's the sort of job that doesn't come along every day.

We are offering a starting package of up to £16,000 for the right person (with the scope to rise to £20,000). Benefits are those you would expect from one of the most successful pharmaceutical companies in the world and include non-contributory pension, an active sports and social club and generous relocation assistance where appropriate.

Naturally we will be expecting you to sell yourself to us. We would like to know why you would like the job and what sort of talents and resources you would bring to it. So please write with full details to Chris Turner, MSL Advertising, 52 Grosvenor Gardens, London SW1W 0AW.

Glaxo *Group Research Ltd.*

MSL Advertising

EDUCATION DEPARTMENT
Primary Holiday Activity Centres – 27th July – 21st August 1987

Temporary Staff for Holiday Activity Centres required from 27th July to 21st August 1987, at our holiday Activity Centres open in Schools within the Borough. The Centres will cater for children from 7–11 years of age and will provide indoor and outdoor games, sports, activities etc. from 9.00am to 4.00pm each weekday.

Supervisors
Must be qualified, experienced teachers. Ref: G169.
Rate of pay: £24.41 per day (award pending).

Senior Assistants
Must be qualified, experienced teachers. Ref: G170.
Rate of pay: £20.00 per day (award pending).

Assistants
Persons suitably experienced in working with children.
Ref: G171.
Rate of pay: £17.60 per day (award pending).

Clerical Assistants
Must be experienced in clerical duties. Ref: G172.
Rate of pay: £3.61 per hour (15 hours per week).

Application forms available from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ. Please quote appropriate reference numbers.

SPECIAL CENTRES
Temporary staff are also required for the same period for two special school centres, i.e. one catering for physically and sensory handicapped children, and one for children with moderate and severe learning difficulties. Applicants should state clearly the centre they wish to apply for.

Senior Assistants
Must be qualified teachers, having appropriate experience with children attending special schools. Ref: G173.

Assistants
Persons suitably expeienced in working with children with special needs. Ref: G174.

Rates of pay:
Rates of pay will be based on the rates for Primary centres as above, with additional special school allowance paid as appropriate.

Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability.

Application forms upon receipt of S.A.E. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ. Please quote appropriate reference numbers.

Closing date: 22 May. (04257)

Waltham Forest

MISCELLANEOUS continued

LONDON W6

THE AMATEUR ROWING ASSOCIATION INVITES APPLICATIONS FOR THE POST OF NATIONAL ROWING COACH

Candidates should have experience in both rowing and coaching.

The successful candidate is likely to be a mature person having some experience of teaching. A PE qualification is highly desirable. The successful candidate will be expected to work from the ARA Headquarters at Hammersmith and must hold a current driving licence as a car will be provided.

Candidates should currently be earning not less than £12,000 per annum.

Applications giving a career history should be sent in confidence to:- Executive Secretary, Amateur Rowing Association, 6 Lower Mall, London W6 9DJ to arrive no later than Thursday, May 21st. (31632) 660000

Peripatetic Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
PERIPATETIC CURRICULUM SUPPORT TEACHER (C.D.T.) SCALE 3
Required for September 1987.
A versatile and adaptable teacher is sought who has the ability to work in a variety of schools and situations to cover vacancies and absences which endanger the curriculum and impede the pupils progress. Energetic and innovative teachers will find this challenging post very valuable in their career development.
London Allowance £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms obtainable from, and to be returned to, the Director of Education, Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.
Closing date: 15th May 1987.
An equal opportunity employer. (37024) 670000

LANCASHIRE COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community
Re-advertisement
PERIPATETIC TEACHER OF STRINGED INSTRUMENTS
Salary: Scale 1
Required as soon as possible for Instrumental Teaching Service (Region 2) Blackpool and Lytham St Annes areas.
Application forms/further details from/to Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ, quoting Ref: 6/HRH (SAE please).
Closing date: 31st May, 1987. (37104) 670000

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
READVERTISEMENT
The Peripatetic Music Service has the following Vacancy available for the Autumn Term, 1987.
STRING TEACHER SCALE 2 Central/Southern Area.
An ability to teach upper strings to groups in both Primary and Secondary Schools and direction at an Area Ensemble will be required.
Instructors applications will be considered but preference will be given to a qualified teacher.
The successful applicant will also be expected to be involved with other Area and County ensembles.
Previous applicants will automatically be reconsidered.
Travel and subsistence in accordance with County Council scales.
Please send S.A.E. (foolscap) for application form and further details to the Senior Adviser (Music), County Hall, Norwich NR1 2DL to whom the completed form should be returned within fourteen days of the appearance of the advertisement. (31605) 670000

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
DEPARTMENT OF EDUCATION
Municipal Offices, Cleveland Street, Birkenhead L41 6NH
PERIPATETIC MUSIC SERVICE
REQUIRED FOR 1st SEPTEMBER, 1987. ASSISTANT TEACHERS - SCALE 1
1. For Woodwind Teaching
2. For Strings Teaching
3. For Percussion Teaching
4. For Brass Teaching.
Application forms and further details available on receipt of stamped self addressed envelope from the Director of Education, at the above address, to whom they should be returned by 18th May, 1987. (31546) 670000

Outdoor Education

BERKSHIRE
SUMMER 1987 VACANCIES
Tennis instructors at Windsor 6/7-24/7 and 27/7-14/8 to coach European teenagers on non-residential tennis with English Language course. Senior coach LTA Part 2. Assistants LTA Part 1 minimum. General sports instructors and recreational Director at Bath 12/7-2/8 and 2/8-23/8 for residential centre, 10-14 yr. olds. Wide variety of sports/recreational activities. Des qualified teacher status (or currently on PE teacher training) required.
Write with CV to TVCC, 15 Park Street, Windsor, Berks. Recognised as efficient by British Council. (37013) 680000

English as a Foreign Language

BERKSHIRE
Vacational Studies have the following posts available on 4-week residential Courses this summer for children aged 11-16:-
(1) resident posts for qualified and experienced EFL teachers also willing to assist with sports/social activities.
(2) post of resident sports/social organiser.
(3) (pref) non-resident peripatetic Director of Studies to co-ordinate teaching in four Schools in the Newbury area from 4 July to 12 August.
Details (mention 1, 2 or 3) from:- Vacational Studies, Pepys' Oak, Tydehams, Newbury, Berkshire RG14 6JT or telephone 0635-41867/35711. (31519) 700000

BOURNEMOUTH
RSA COURSES AT ITTC
Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.
For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (99528) 700000

COURSE DIRECTORS and EFL teachers for non-residential summer posts in Richmond, Windsor, Maidenhead, Bath, Guildford, Winchester, during July/August. Directors must be good organisers, highly motivated with TEFL qualifications and experience. Teachers must be graduates and/or qualified teachers with at least prep. cert. and/or 6 months experience. Write with CV to TVCC, 15 Park St., Windsor, Berks. Member Arels-Felco. (37014) 700000

DIPLOMA IN T.E.F.L. By correspondence. S.A.E. to L.T.T.C., 1 Blystan Place, London SW3 3LA. (45338) 700000

E.F.L. TEACHERS. Fully qualified and experienced teachers of English as a Foreign Language required for our junior summer courses in Edinburgh, St. Andrews and Durham. Please write with full C.V. to EURO-STUDENTS ORGANISATION, 16 ... Edinburgh ... 700000

EAST SUSSEX
ESH
Eastbourne
Arels Felco all year school requires teachers Dip. Tefl qualified (or examinees this summer) for various courses and some permanent positions.
C.V. to The Principal, ESH, 32 Hyde Gardens, Eastbourne BN21 4PX. (43322) 700000

GREECE
Experienced TEFL teacher required by Private English School in Rhodes, Greece where school-age students are preparing for Cambridge First Certificate and Proficiency.
Applications should be forwarded to Anna Jensen, Griva 93-95, Rhodes 85100 Greece, and should include a Curriculum Vitae, photo, plus photocopies of degrees and FIRST PAGE OF PASSPORT. (31801) 700000

KENT
SUMMER POSTS
Graduate staff required mid/late July, early August 3/4 week period on English Language courses for overseas children in boarding schools in South East. EFL tutors, games coaches, ancillary staff needed. Salary £140 - £160 p.wk. + full board. Tutors must have relevant teaching exp. or qual. (TEFL), all must have clean lincence and be 25-35. If you like children, hard work, sport, and a fantastic experience, then; send c.v., A5 size S.A.E. to J.M.N. Horwood, M.A., KLAC, Aldington, Aldington Road, Lympne, Hythe, Kent CT21 4PD. State dates available, give tel. no. (interview London). (35266) 700000

KENT
Young graduates with basic TEFL qualifications wanted by British Council recognised school for temporary summer work, possibly leading to a permanent post in September. Ability to organize sports and activities essential.
Please apply in writing with full c.v. and two referees to Kent School of English, 3 Granville Road, Broadstairs, Kent CT10 1QD. (37033) 700000

LONDON N6
PRINCIPAL
ST. GILES COLLEGE
Highgate, London
Applications are invited for the post of Principal of this leading college in the St. Giles Group.
The person to be appointed to this important position must be well-qualified and experienced in all aspects of school management and administration. A wide knowledge of TEFL is essential together with the ability to lead a team of teachers and teacher trainer. Applicants should be prepared to start at an early date or at the latest by August 1987.
Applicants should write with a full c.v. to: The Director, St. Giles Educational Trust, 51 Shepherds Hill, Highgate, London N6 5QP. (37340) 700000

LONDON W1
ST ANTONY'S SCHOOL OF ENGLISH
Requires a Principal (degree R.S.A. Dip., T.E.F.L. or P.G.C.E. and sound experience in teaching, syllabus design and administration in a recognised school.
Reply in writing to Antony Kerr-Dinine, 8 South Edwardes Square, London W8. (31622) 700000

PRESTEL EDUCATION
Sales and Marketing Manager
New Business Manager
c£13,000 London

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To apply please send your Curriculum Vitae to Tracey Flashman at VABS Personnel, Wellington House, 6-9 Upper St Martins Lane, London WC2H 9DL by 18 May 1987 or ring 01-836 1715 for an application form. (40430)

British TELECOM

LOTHIAN REGIONAL COUNCIL
Department of Education
TEACHING APPOINTMENT
INSTRUCTOR IN OUTDOOR EDUCATION

Applications are invited from registered teachers for the post of Instructor of Outdoor Education in Lothian Region. The successful candidate will be based initially at Low Port Centre, Linlithgow.

Candidates should be appropriately qualified and experienced in sailing canoeing and basic mountaineering.

Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum on Scale 1 (bar) £7536 - £12150.

Closing date for applications is 22nd May 1987.

Further particulars and application forms may be obtained from the Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.

DESK EDITORS (2)
Modern Languages (1)
Secondary English (1)

ARNOLD-WHEATON, the educational publishing division of E.J. Arnold is expanding again. We are currently looking for people with publishing and/or teaching experience to fill the above positions based at our Head Office in Leeds.

The two people appointed will join a team of desk editors to work on publications in the above subject areas where specific knowledge would be useful. The main duties will involve copy preparation and proof reading, briefing artists and designers, liaison with authors and the organisation of sound recordings.

Modern Languages – we are looking for a French and Spanish specialist who will be able to contribute fully to the development of new French and Spanish publications.

Secondary English – we are looking for someone with classroom experience and knowledge of current educational developments. A thorough knowledge of the language arts at all levels would be advantageous.

The ideal candidates will be 23-40, creative, capable of working largely unsupervised, to strict deadlines and with great attention to detail.

Training will be provided where necessary.

If you are looking for the above type of opportunity, please write with full career details including present salary to:–

Mr. N. C. Mehta, Personnel Manager,
Arnold-Wheaton, E.J. Arnold & Son Ltd.,
Parkside Lane, Dewsbury Road, Leeds LS11 5TD.

Closing date for applications 22nd May, 1987.

All vacancies are open to all persons irrespective of sex, race or disability. (40427)

ARNOLD-WHEATON

ENGLISH AS A FOREIGN LANGUAGE continued

LONDON SW1
DAVIES'S SCHOOL OF ENGLISH
Required qualified and experienced EFL teachers for their summer courses commencing 6th July 1987 for 4, 8 or 12 weeks Salary range: £165.00 - £205.00 per week according to qualifications and experience) plus LA £24.00 week.
Applications plus full CV to: The Principal, 56 Eccleston Square, London SW1V 1PQ. (31427) 700000

MANCHESTER
Operations Executive required immediately for TEFL organisation (based in Manchester). Direct or related experience preferable. Driving licence.
Salary up to £9,000 p.a.
Nord-Anglia International. Tel: 061-434 7475 for details. (37312) 700000

QUALIFIED E.F.L. TEACHERS wanted for residential posts on Summer courses 19th June to 21st August in Greater London area. Competitive pay. Driving licence essential. Tel: 01-777 8069. Louise Cody for details. (31367) 700000

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For 2 and 3-week courses held from June to early September at centres in London, Watford, Uxbridge, Bristol, Southampton, Swansea, Edinburgh and St Andrews.
Duties include teaching groups of foreign students on weekday mornings and some afternoons and accompanying groups on excursions on some Saturdays.
Write for application form to Anglo-European Study Tours, 17 Glen House, Stag Place, Palace Street, London SW1E 5AG. (44889) 700000

SURREY
Full and part-time well qualified EFL teachers with experience of teaching at all levels needed in Richmond/Twickenham area June, July & August.
Please send information, including c.v. and telephone number to: Director of Studies, Centre College, 27/28 George Street, Richmond, Surrey TW9 1HY. (31398) 700000

SURREY
Qualified EFL Teachers and Sports/Activities Organisers required for residential summer school near Godalming (ages 12 - 17).
July 13th to August 3rd. Details from The Principal, Surrey Language Centres Ltd, Farnham. (37007) 700000

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MEADS SCHOOL OF ENGLISH
Graduates with EFL qualifications and experience required for Junior Holiday Courses July and August.
Write or phone for application form - The Director, Meads Discovery Courses, 2 St. Orchard Road, Eastbourne, Sussex. Tel: (0323) 34533 or 643973 (evenings). (34499) 700000

TAIWAN
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Requires three qualified and experienced teacher of English as a foreign language for Taiwan immediately. Good conditions, free accommodation.
Write for details to L.L.C., Clifton Gardens, Folkstone, Kent CT20 2EF. (41388) 700000

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VACANCIES FOR COURSE DIRECTORS (Ref: CD) and Teachers (Ref: TR) on English language summer courses for foreign students in: Cambridge, Bournemouth, Brighton, Guildford, Portsmouth, Reading, Southampton, Woking and surrounding areas. Preference given to those with accommodation in these areas and to qualified/experienced EFL teachers. Write for application form, quoting references above: Education Department, The Elizabeth Johnson Organisation, 19/21 West Street, Haslemere, Surrey GU27 2AE. (31772) 700000

WORCESTERSHIRE
Required for September, residential Teacher of E.F.L. for boys boarding house.
Apply with Curriculum Vitae and names and addresses of two referees to The Headmaster, Abbey International College, Malvern Wells, Worcestershire WR14 4JF. 700000

English as a Second Language

CROYDON
ESL/SECTION 11 SERVICE
Applications are invited from Primary Teachers with relevant recent experience to provide language support for bilingual pupils in Infant and Junior Schools attached to the Primary Teams. Full time and part-time vacancies are available.
Salary: Scale 1 or 2 (plus Outer London Allowance).
Tenable: 1st September 1987.
Application forms and further details from:- ESL Unit, Davidson Centre, Davidson Road, Croydon CR0 6DD.
Tel: 01-655 1299, Ext. 140.
Closing date for application: 20th May 1987. (04870) 710000

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METROPOLITAN BOROUGH
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Drummond Road, Wollescote, Stourbridge DY9 7YA
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Details/application forms from and returnable to Headteacher by 18th May. (43310) 710000

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PRIMARY Teachers needed to work alongside class/subject teachers in schools to help ethnic minority background pupils to develop their language and learning skills. Experience in multi-cultural schools is essential. Two full-time and one full-time temporary (one year) posts available.
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BREEZEHILL SCHOOL
Roxbury Avenue, Oldham
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MULTICULTURAL EDUCATION SERVICE
(Re-advertisement - Previous applicants need not apply)
We wish to appoint a Scale 4 Advisory Teacher to be specifically responsible for organising the teaching of English as a Second Language throughout the county.
The multicultural management team consists of a General Education Inspector, 2 Advisory Teachers and 4 Scale 3 Teachers. The team has both phase expertise and subject speciality and is backed up to 40 Section 11 teachers who are either school-based or peripatetic.
It is essential that applicants should have an understanding of educational needs of children from ethnic minorities.
Application forms and further particulars available from County Education Officer (Ref ST/DL), Northampton House, Northampton NN1 2HX. Please enclose a stamped addressed envelope.
Closing date - 18th May, 1987.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (43401) 710000

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Phone or write to: Terry Edwards, Pilgrims Teachers' Courses, 8 Vernon Place, Canterbury, Kent CT1 3YG.
Tel: (0227) 455466. (06140) 760000

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16th May 1987
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Please send SAE to T.E.F.L. Dept., Linguarama, 16 Waterloo St., Birmingham B2 5UG. (39427) 760000

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Scale 4, Infant ESL Team

A teacher with relevant experience and an appropriate TESL qualification is required to be responsible for the appointment, deployment, management and training of a team of about 20 teachers who work in schools throughout the Borough. The Infant Team is part of the larger Primary ESL Team, and covers the whole Primary age range. This post is one of 4 Teachers in Charge of ESL Teams in Croydon. Each Teacher in Charge is supported by a Deputy.

ESL teachers in Croydon mainly work collaboratively in mainstream classes, and the successful applicant would be expected to promote this development. It is LEA policy that all ESL teachers should be trained and the successful applicant would be required to make a significant input into INSET, currently leading to the RSA Diploma in Teaching English as a Second Language in Multicultural Schools. The post includes some involvement in GRIST, especially for Education for a Multicultural Society.

Candidates are required to have a driving licence and their own transport.

This post is funded under Section 11 of the Local Government Act 1966.

Tenable: as soon as possible, or 1 January 1988.

Scale 4, plus Outer London Allowance.

Closing date for completed applications: 29 May 1987.

Interviews will be held in mid-June.

Further details and application forms from: Director of In-Service Training and Curriculum Development (Please mark for the attention of Mr Peter White), Davidson Centre, Davidson Road, Croydon CR0 6DD, or telephone 01-655 1299 Ext 140. (40435)

CROYDON EDUCATION

LIVERPOOL POLYTECHNIC

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Scale 2

An experienced and enthusiastic teacher of English as a Second Language is required for September to teach first stage E.S.L. and basic literacy to pupils newly arrived in the Country.

Application forms and further details are available (large s.a.e. please) from the Chief Education Officer, at County Hall. Closing date 18 May. Please quote ref. S26.

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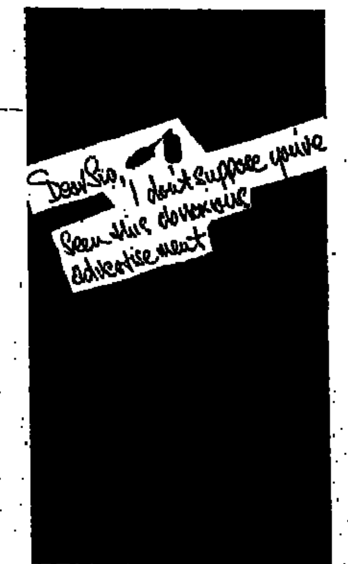
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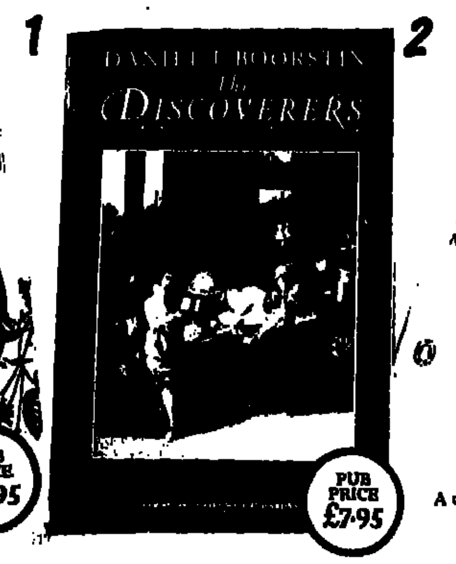
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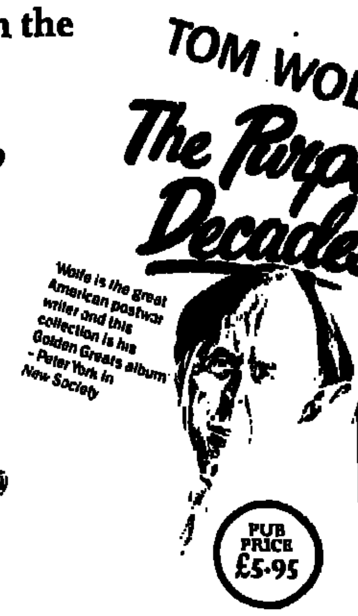


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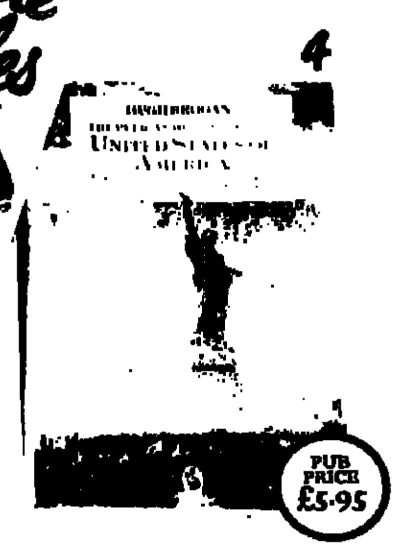

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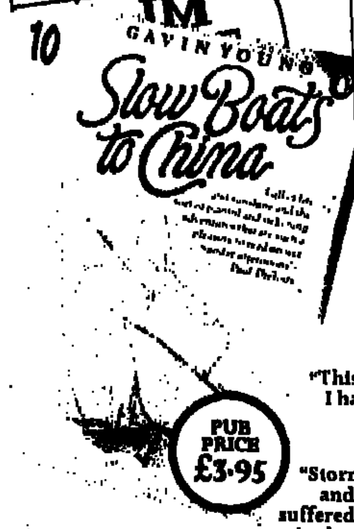
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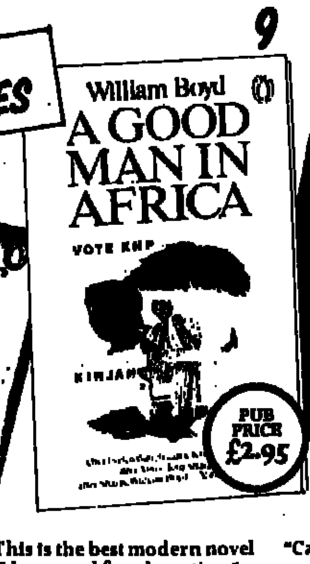
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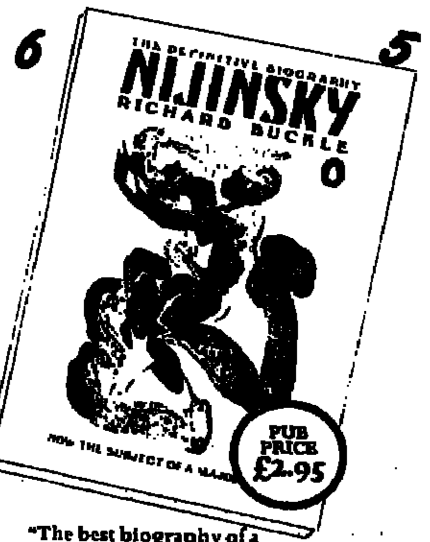

"Carson McCullers has a great poet's eye and mind and senses, together with a great prose writer's sense of construction and character"
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